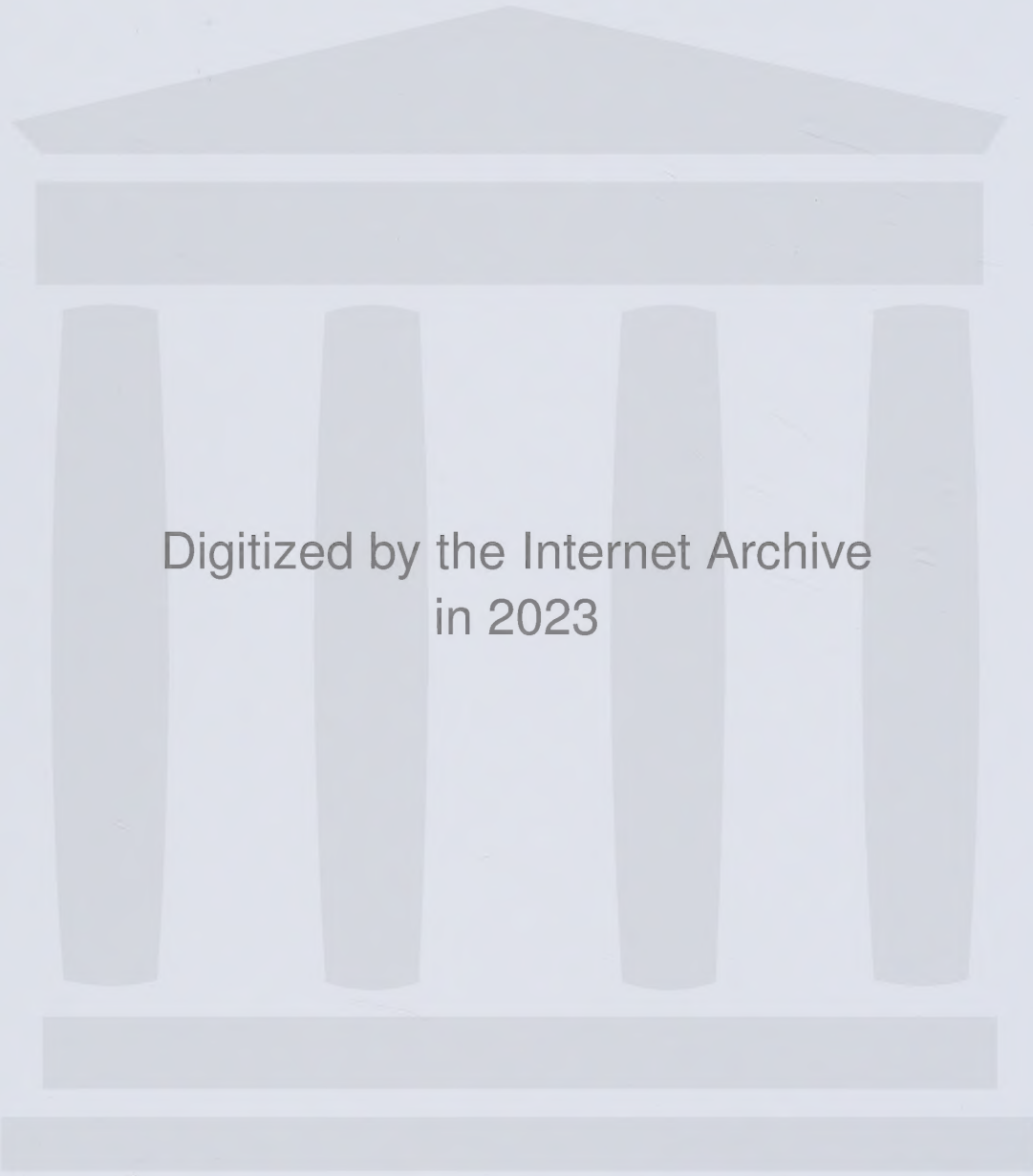


Not [^]More Writing?!



by Virginia Molino & Lyn Nadeau



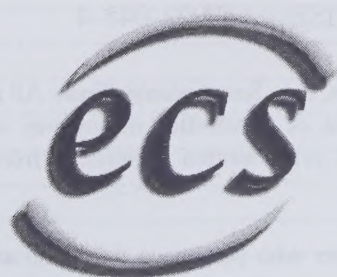
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The Ultimate Writing Resource Book for Gr. 9–12

Not More Writing?!

by Virginia Molino & Lyn Nadeau



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Introduction

Not More Writing?! is a writing resource book, not a writing workshop, and not a year of planned writing. Its purpose is to foster a global sense of writing—combining experiential, practical, abstract, and literary forms of written communication.

Although the activities are arranged by category, and in some instances by theme, it is best to use them in random order. Select activities which suit your needs and philosophies. Too much of anything—in this case, one type of writing—merely promotes boredom. Activities which are better suited to grouping are labeled in the unit overviews.

Please note that not every activity will be appropriate for every teacher, every class, or every location. Some may be too controversial or objectionable. Use your judgment when selecting activities from this book.



Section 1—

Journal Writing

Journals are an integral part of motivating students who usually avoid writing. They provide frequent opportunities to write, but give students a chance to control content and form.

Although topics are presented, students often prefer to write about subjects of their own choosing. Allowing students creative license makes them less reluctant to write. When students do write, be careful to give the right amount and kind of feedback. Judging, chastising, or dismissing might shut down a student's desire to write.

Suggestions for Using this Section

-  It is more efficient to give students the journal entries in two-week blocks, rather than daily. In this way, they can write when they are motivated and not waste class time.
-  Grading should focus on content rather than grammar, spelling, and/or style.
-  Establish guidelines of acceptability before any writing. This will keep students from sharing inappropriate information.

To the Student

The concept of journals is not always clear. To some, it means writing every detail of every day; to others, it's a catalog of feelings and emotions; to others, it's a place to be creative or explore new areas of interest. None of these definitions is wrong. Since a journal is an extension of you, it can be maintained in almost any style or form.

For consistency, your teacher will give a structure for your journal. You are still virtually unrestricted in how (and what) you write, but you should have a basic idea of what's expected. Approximately twice a month, you will receive a sheet with journal entries and due dates. You won't always have class time, but you're free to write in your journal whenever you have a few minutes.

The entries will be broad in scope. You may be asked to read something in the news, explain a quote, critique a movie, pretend you are someone/something other than yourself, or just blow off steam. The topics may not always make sense, or seem relevant, but that's part of journal writing.

Hopefully, you will respond to what is being asked, but you're welcome to write whatever suits your mood.

The intent of a journal is to develop the habit of writing, not to force you to write something for the sake of a grade. You should feel comfortable writing **anything**. The teacher will not censor or judge you, but do not write things for their shock value. Your journal is yours to express yourself; don't give the teacher a lot of "garbage" to see how (s)he will react. It's not worth your time to write it, and it's not worth your teacher's time to read it.

No one but the teacher will read your journal. Be forewarned, though—by law, certain things you tell the teacher (e.g., abuse) must be reported to the proper authorities. If that will cause problems, think about what you write.

You'll be graded on content, not length. But, if you consistently turn in short entries (one or two lines), your grade will drop. Don't write to fill up space, but don't scribble something just for a grade.

-  Design a course you'd like to see taught in your school. Include the materials to be used, the method of grading, structure/format, type of instruction, and the reason you want this course taught.
-  Describe the worst experience you've ever had. What impact did it have on you? How do you feel about it now?
-  "Be careful what you wish for. It might come true." React to this statement and support your reaction with a personal experience.
-  You've been abducted by aliens and held captive for a weekend. Describe your stay, including a physical description of the planet and its people, activities, and reactions (yours and theirs).
-  "It's better to burn out than fade away." React to this statement.
-  List 6-8 things you've learned about yourself in the past two years. How did this learning come about? How have you changed since learning these things?
-  You wake up one morning, and you're the opposite sex. Describe yourself and your reactions.
-  List 5-10 songs that have affected you and tell why.
-  Draw a cartoon representing your philosophy of life.
-  You've been granted a lifelong wish—to have dinner with five famous people (living or dead). Tell whom you invited, why you chose each of them, what you had for dinner, and the events that took place that evening.
-  "Pain doesn't exist unless you're afraid of it." React to this statement and support your reaction with a personal experience.
-  "Ignorance is bliss, but it shouldn't be a way of life." React to this statement.
-  Describe your ideal mate. Do you think you'll actually meet this person? Why or why not?
-  Describe what you didn't do this weekend.
-  List three movies or TV shows that have affected you and tell why.
-  Describe the most frightening experience you've ever had.
-  Pretend you're an animal. Describe yourself. Why did you select this animal?
-  "The reason men and women don't understand each other is because they belong to different sexes." React to this statement and support your reaction with a personal experience.
-  Describe a situation where you told a secret and you wish you hadn't. What were the repercussions? How do you feel about it now?
-  Describe a romantic evening you'd plan for someone special.

-  Describe the changes you go through as the seasons change. Would you be happier if you lived in only one climate? Explain.
-  "Education is not preparation for life, but life itself." React to this statement.
-  Select a topic that's been in the news recently. Summarize the problem or situation, and state your opinion. You must support your opinion with at least three facts and any personal experience.
-  Pretend you're a parent giving advice to your teenagers. Include school, work, relationships, personal ethics, and the future.
-  You've been asked to analyze why teenagers act as they do. Using your friends and yourself as examples, consider teenage preferences in clothing, entertainment, TV/music, and personal interactions. Recreate the chart below in your journal and fill in the answers.

Clothes (list eight)	Reasons for Wearing Them	Effect on Others
Entertainment (list five)	Attraction	Adults' Perceptions
TV/Music (list five)	Reasons for Watching and Listening	Adults' Reactions
Interactions	Reasons for Behavior	Impact on Others

-  Many people use posters, comics, and cards to decorate their room. Often these wall pieces have meaning for the person. Observe some of the things that are hanging on the classroom walls. Find 6-7 different items and comment on what each represents, how they're different, what they say about the person, how what they say about the person agrees or differs from your perceptions, and what you think the person is like, especially out of school.
-  It's getting closer to Christmas and you should be getting into the holiday spirit. Describe how you used to get ready for the holiday, physically and emotionally, at the following ages: 3 to 5; 8 to 10; 15 to present.
-  Television, movies, and commercials often show the holidays as a time of love, happiness, and family togetherness, but studies show this isn't always true. Many people suffer from disappointment, depression, and loneliness, made worse by the seeming cheer of everyone else. Compare your fantasy vision of the holidays to what really happens in your family.
-  Holidays are often a time for reflection. Describe two of the most memorable holidays you've had (good or bad). Include such things as food, presents, decorations, and relatives.



-  Holidays are also a time for looking ahead. List ten resolutions you've made in the past and haven't kept. List ten resolutions you're making this year and why it might be impossible to keep them.
-  Imagine you're playing Santa Claus in one of the shopping malls. Describe a typical day.
-  Imagine you've suddenly become homeless. Describe a typical day, including what you do and how people react to you. Compare this to your life now.
-  You've been asked to join the President's task force on crime and violence. Describe, in detail, what you'd do to change things.
-  You're stranded on an island. Describe what you'd do to survive.
-  You've been away from school for a week. Now that you're back, write about your vacation as though someone was watching you.
-  Nothing has been going right for you, and you are so desperate that you've called a psychic hotline. Retell the conversation including the psychic's predictions.
-  You're still desperate and decide that astrology is your next step. Write horoscopes for yourself for two weeks. Make them similar to those in the newspaper.
-  In your state of desperation, you are waiting for a "sign" that your luck is going to change. Describe the sign and what happens to you after you see it.
-  Free writing—whatever you want for at least one page.
-  List 5-10 topics you'd like to see as journal entries.
-  Describe the most frightening person you've ever met. Explain the circumstances under which you met the person.
-  List 3-5 things that terrify you. Explain how you have overcome these fears.
-  The winter doldrums have hit hard. Even if you're a skier or snowmobiler, the grayness is probably getting to you by now. Describe what would really cheer you up.
-  Write a poem describing how you feel right now.
-  February is the month of love, but you're feeling pretty low. You recently broke up with someone and want to meet someone new. Your friends want to help, so they start arranging blind dates. Describe one of those blind dates, including what (s)he looked like, where you went, any odd occurrences, and how you felt about the person when the date was over.
-  The blind dates didn't work, and you're ready for the next step—a personal ad. Write one for yourself. Be sure it reflects the real you!
-  Describe the best relationship you've ever had. Tell what made it good and what eventually happened.

-  "Whatever is, is best." React to this statement.
-  Describe the worst date you've ever had.
-  You've been away from school for a week on vacation. List six great things that happened over the vacation and explain why they were great. List six lousy things that happened over the vacation and explain why they were lousy.
-  List 8-10 problems you're having right now and explain how they're influencing your perception of everything else. Also, explain what you're doing about the problems.
-  You've just won \$10 million in the lottery. Describe in detail what you'd do with the money.
-  A close friend is in a serious, possibly illegal, or life-threatening situation. Write a conversation between the two of you where (s)he spells out what's going on, and you give advice.
-  List eight events—local, national, or international—that have received too much hype from the media. Explain why you feel this way.
-  List 10-15 things that infuriate, embarrass, or offend you. Explain why and what you can do to change them.
-  You are the parent of a toddler and a teenager. Explain the mistakes you made with the first child and how you have changed with the second. Compare to your own parents' child-rearing styles.
-  Looking back, explain what you'd do differently in your life.
-  Pretend you believe in reincarnation. Describe who/what you were in your two past lives, including time period and circumstances. Describe yourself in your next life.
-  You've been given the chance to change places with a person for a day. Describe who you'd change with, what your day would be like, and why you chose that person.
-  You've been asked to take over the classroom of your least favorite teacher. Describe what you'd teach, how you'd teach the class, what you don't like about that teacher (no names, please), and why your style would be more effective.
-  Free writing—write about anything for at least one page.
-  "Conversation is an evasion of privacy." React to this statement and support your reaction with a personal experience.
-  Describe a person who has had a great impact (negative or positive) on you. How did you meet this person? What is your current relationship with this person?
-  You've just been given the power to change the school. Describe your version of senior year here. Make it as realistic as possible.
-  Describe the weirdest dream you've ever had. How did you feel when you woke up?



-  You and your friends (all the same sex) are talking. Describe the scene, focusing on the dialogue.
-  People and situations are not always what they seem. Describe a person or event you saw one way, until something happened to change your attitude. How did you react when you realized your first impression was wrong?
-  Describe a problem you've had at work and how you solved it. If applicable, include everything you tried before actually resolving it. Was the solution effective? How do you know? Were there other things you could have done that you didn't think of until later?
-  Describe the ideal vacation. Be sure to include where you'd go, what you'd do, and what would make it ideal.
-  "It is not depravity that afflicts the human race so much as a general lack of intelligence." React to this statement.
-  Imagine you're a grandparent telling your grandchildren about spring break. Recap your vacation, including where you went, what you did, and how you feel about it now. Remember, about 40 years have passed and you're trying to set a good example for your grandchildren. Tell what things you don't want to mention.
-  Describe a situation (real or imaginary) where a close friend told you something that could be incriminating to one or both of you. How did you deal with the information? What did you say to the person to make him/her feel better? What did you do with the information after the friend left? How did you feel after you did what you did? How do you feel now? Would you have acted differently if it had been someone else? Why?
-  "The only way to deal with obscurity is to recognize it." React to this statement.
-  Females often have "tight bonds" with other females. Women thrive on talking to each other for support, information, and companionship. If you're female, explain why this is so essential. If you're male, explain your reaction to female bonding.
-  If you're female, explain your perception of male bonding. If you're male, explain the dynamics of a group of guys together.
-  Relationships often begin because of a need, then fall apart when emotions or situations subside. Give at least one example of a relationship you've experienced that's been based on need. What were the circumstances around it? Why did it end? How did you feel about it when it ended? Do you still see the person?
-  Rate this year on a scale of 1-10. Compare it to your other school years. How did it compare with your expectations?
-  Describe your reaction to what you've done in class this year. Include the assignments you liked, the assignments you didn't like, the assignments you'd like to see included, and the fairness of grading.

-  Most people define their relationships by social conventions or peer pressure. That is, they fall into a relationship because of what their friends tell them or because it “looks” like something they’ve seen. Describe a relationship you’ve had that “fits neatly” into someone’s idea of perfection. Was it successful? Why or why not? Did it last long? What was the final outcome? How did you feel about it while it was going on? After it was over?
-  Family dynamics change as children and parents get older. Cite examples from your childhood and teenage years to prove this. Speculate on your adult years.
-  “A change of heart is the essence of all other change and it is brought about by a re-education of the mind.” React to this statement.
-  “It is completely unimportant. That is why it’s so interesting.” React to this statement and support your reaction with a personal experience.
-  Select one of your complaints about school and write a mini-essay suggesting ways to rectify it. Include the problem, the things done to change it, the things you’d like to see done, and the reasons you think your suggestion will work.
-  “On the day when the winter in all of us comes out, and that day is not too far off, there will be deafening silence.” React to this statement.
-  “Adolescents are dreamers. They [read to] find out about themselves as they might be, in a world as it may be, shaped in part by themselves as they would be.” React to this statement and support your reaction with a personal experience.
-  It’s almost the end of the school year, so it’s time to look back. List 5-10 good things that have happened to you and a brief description of the surrounding circumstances. List 6-8 bad things that have happened and a brief description of the surrounding circumstances. Describe at least one self-realization you’ve had.
-  The end of the school year is also a time for looking ahead. Where do you plan to be in one year? What will you have been doing? Where will you be in 30 years? What will you have accomplished?
-  “Without love, intelligence is dangerous; without intelligence, love is not enough.” React to this statement and support with a personal experience.
-  List 5-8 sayings that have meaning to you. The phrases may be yours or someone else’s.
-  If you could only eat five foods for the rest of your life, what would they be and why?
-  The county is launching a new campaign, “Not Me, Not Now,” to prevent teenagers from having sex. What do you think of this campaign? Will it work? Should the county be involved?
-  Describe the last school vacation. Compare it to the others this year.



Section 2—

Descriptive Writing

Descriptive writing fine-tunes sensory awareness, while encouraging students to broaden and intensify their perceptions. They can no longer glance at the world; they must be a part of it.

The activities in Section 2 allow students to reflect on their lives, on their memories, and on themselves. The format goes beyond simple remembrance. The students analyze situations and recall the details from a different perspective.

Suggestions for Using this Section

-  Choose only a few activities from this section. More than four or five will make students' writing mechanical.
-  Intersperse writing activities with personally-selected short stories and/or movies. Students need to see details and connections, as well as experience them.
-  Most of the activities will take two or more days to complete.

Activity 2-1

Your family recently hosted the second annual family reunion. All the relatives were invited—people you hadn't seen for years, some you'd never met, and others you'd swear couldn't possibly be part of YOUR family. All things considered, the party went pretty smoothly. Of course, there were some "interesting" moments; it wouldn't be a true family reunion without them!

 Write letters to the three people who could not attend: your ten-year-old cousin that you've never met, your 27-year-old sister-in-law who was having a baby, and your 70-year-old great-uncle. Be sure the tone of each letter reflects the person to whom you're writing. Each letter should be at least 1-2 pages.

- Give a general description of the party—decorations, food, guests, and ambiance (feeling or mood of the party).
- Describe the guests—unusual guests (either physically or behavior-wise), obnoxious guests, guests who made an impression on you, and guests' reactions to the party.
- Mention at least four events that occurred at the party—describe what happened, the impact the event had on the party, and what could have happened if things had gotten out of hand.
- Mention any mishaps that occurred during the planning of the party.
- Describe what you expected from the party.
- Describe your overall reactions to the party.

Activity 2-2

Life is made up of a series of events—uplifting, depressing, enlightening, frightening, funny, nerve-wracking, spiritual, etc. Some events are so powerful they can never be forgotten.

Being human, there must be an event in your life that has really grabbed hold of you. Your memories are yours, and no one can take them away; by putting them on paper, you deepen the connection.

 Select an event that affected you, and describe it in a 2-3 page essay. Include:

- time, date, and place of event
- your age at the time of event
- description of event
- highlights and low points
- other people involved
- mood of event
- your feelings after it was over
- part(s) of event that meant the most to you
- your feelings about event as you look back
- reason(s) event meant so much to you



Activity 2-3

It is human nature to satirize or poke fun at people and things around us. Sometimes we do it out of affection; sometimes out of fear or ignorance; sometimes out of anger; sometimes just for the pure fun of it. Look at celebrity roasts on television or cartoons in print—these are both ways of spoofing someone or something.

-  Write a humorous essay about someone you know well. This piece will not only describe the person, but will also tweak the person's less-than-perfect points. This is not a character assassination—your goal is **not** to be vicious or mean-spirited. Rather, it is good-natured teasing of someone who will understand it is just that. Be gentle in what you say and how you say it. You may write about anyone you choose, but (s)he must be someone with whom you are closely associated.

Follow each of the steps below. You will submit your planning, as well as the final essay.

1. Describe the person—physical features, attitude, and behavior.
2. Describe the person's endearing qualities.
3. Describe the quirky little things that make the person unique.
4. Describe 3-5 weird experiences you know the person has had (not necessarily with you).
5. Describe the way you met this person. Cite at least five adventures you've shared that have made you better friends.
6. Organize the information into a funny essay.

Activity 2-4

Turn your focus to something you know really well—your family.

-  Write an essay about your family using the following criteria. Describe each section thoroughly, including specific details and incidents. Each section should be its own paragraph.

Introduction

- Give the names and ages of the people in your immediate family.
- Name other relatives (aunts, uncles, cousins, grandparents) who are closely connected to your immediate family.
- Summarize the way your family acts together.

Mother, Father, Brothers/Sisters (including step/half)

- Describe each person's appearance, personality, and actions in various situations.
- Describe each person's job outside the house and the activities (s)he pursues.
- Describe how each person treats you.
- Describe how each person treats other members of the family.
- Describe what makes each person angry /upset and how (s)he deals with it.
- Describe what makes each person happy and how (s)he deals with it.
- Aside from the traditional roles, describe each person's part in the family.
- Describe how you see each person (good and bad points).

Other Relatives

- Describe any relatives who play an important part in your family.
- Explain what they do to connect with/disconnect from your family.
- Describe how you see each of them (good and bad points).

Episodes

- Describe at least one event that has drawn your family closer.
- Describe at least one event that has pulled your family apart.
- Describe at least one event that has sent your family into chaos because everyone's reaction was different.
- Describe the funniest/oddest thing that has happened to your family.

Conclusion

- Summarize the dynamics of your family.
- Describe how you see your family (e.g., traditional, close, supportive, dysfunctional).

Activity 2 - 5

Sometime during your life, you may need information about your relatives. Not just everyday things, like names or birth dates, but who they really were and how they influenced the family. Family trees are a good way to examine your past, see connections to your present, and even learn a bit about culture and history along the way.

The family tree that you will make has the standard elements (tracing the lineage as far back as you can), plus some additional twists. Your tree will include memories of your relatives, quotes from them, the family's view of them, pictures, and other information that gives them depth and character.

-  Start on the first page and continue through the packet, filling in as many of the names as you can by yourself. Then ask your parents, siblings, or other relatives to help you fill in the empty spots. This will give you the basics, or branches of the tree. From this point on, you'll have to do some research—interviewing your family and their friends; sorting through photo albums and mementos.

Use as many spaces as are appropriate for your family. In some cases, you may need to add more spaces; in others, you may need to cross out. Attach all additional sheets.



Part 1—You and Your Siblings (and/or step and half siblings)

Fill in the chart below. On separate sheets of paper, show pictures of each of your siblings and their spouses/kids. Try to include a variety of photos, including baby pictures, childhood pictures, and current pictures. Be sure to label with names and dates.

Describe each of your siblings. Include career, hobbies, likes and dislikes, irritating or endearing quirks, personality, talents, a special memory you have of that person, and how you feel about that person.

Where appropriate, describe each of their spouses and kids. Include general facts, as well as how they interact with each other and the rest of your family, how being married to their spouses has changed your siblings, and how you feel about these people.

Your Name _____

Date of Birth _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Interview each of your siblings separately to get individual perspectives on the family. Include questions such as:

- What was your childhood like?
- How did it change as the other kids came along?
- What special memories do you have about growing up?
- How is your relationship with your parents and siblings—then and now?
- What was one family event that really had an impact on you?
- What would you change about your family life?

Part 2—Your Parents (and/or stepparents)

Fill in the chart below. On separate sheets of paper, show some pictures of your parents. Try to include a variety of photos, including baby pictures, high school/college pictures, military pictures, wedding pictures, and current pictures. Be sure to label with names and dates.

Describe each of your parents. Include education, career, hobbies, likes and dislikes, personality, irritating or endearing quirks, talents, a special memory you have of that person, and how you relate to that person.

Mother _____	Father _____
Date of Birth _____	Date of Birth _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____

Interview each parent separately. Ask them to:

- describe what it was like when they were first married
- describe how things changed as the kids came along
- describe what family life is like now
- describe a memorable event they had with each child
- describe the differences among the children, including temperament, personality, and behavior
- describe the words of advice they gave each child
- describe their vision of life once all the children are gone
- compare their family now to what it was like when they were growing up

Part 3—Your Grandparents

Fill in the chart below. On separate sheets of paper, show some pictures of your grandparents. Try to include a variety of photos. If no pictures are available, describe each grandparent's physical appearance.

Describe each of your grandparents. Include birthplace, education, career, hobbies, personality, irritating or endearing qualities, talents, a special memory you have of that person, and how you relate to that person.

Mother's Side Grandmother _____	Father's Side Grandmother _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Mother's Side Grandfather _____	Father's Side Grandfather _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____
Sibling _____	Sibling _____

Interview each grandparent separately, if possible. Ask them to:

- describe what it was like growing up
- describe the changes they've seen in society and technology
- describe themselves as a parent
- describe the most vivid memory from their childhood
- describe a typical day as a teenager
- describe some of the best times they've spent with their grandchildren
- describe the words of advice they gave their children/grandchildren
- describe how they've changed as they got older

If you can't interview your grandparents, or in addition to interviewing them, talk to other relatives or their friends. Ask them to:

- describe your grandparents
- describe what was most memorable about them
- explain their relationship to your grandparents
- describe a memorable event that happened when they were with your grandparents
- describe any activities they and your grandparents shared
- ask them to describe how your grandparents acted with other family members
- tell you what stories they've heard about your grandparents
- tell you what your grandparents were like when they were younger

Part 4—Great Grandparents and Beyond

Set up a tree similar to the others for any relatives from this point back. It might be harder to get information on these people, but it would be interesting to see what the whole family was like. Include any pictures, artifacts, or anecdotes you can about these relatives.



Unless you're the only inhabitant of a tropical island or remote snow-capped mountain, you meet people everywhere, everyday. Some of these people flit in and out of your life so fast you don't notice them. Others make an impression so immediate and deep that they're with you forever.

 Select a person who's really had an impact on you and complete one of the following options.

Letter

Write a 2-3 page letter to this person, including:

- name of the person
- relationship of the person to you
- physical description, especially any unique features
- personality, especially any quirks or unique mannerisms
- behavior/attitude
- anything you associate with the person
- what you remember about your first meeting
- what you thought the person would be like compared to reality
- 3-5 incidents that occurred when you were together
- how you've seen the relationship change during the years
- why the person is so important to you
- what you learned from knowing the person

Drawing

Draw a series of pictures that characterizes this person, including:

- the person as (s)he looks now
- caricature of the person's unique physical traits
- the person doing what (s)he enjoys
- the person acting as (s)he does
- caricature of the person's personality quirks
- the person interacting with you
- objects you associate with the person
- cartoon strip showing your first meeting with the person
- cartoon strip showing 2-3 incidents you experienced together
- current picture of you and the person

Poem

Write one long poem or a series of short poems about this person, including:

- physical description
- personality description
- behavior/attitude description
- what endears the person to you
- your feelings about the person when you met, through the years, and now
- how the person has affected you

Activity 2-7

When was the last time you went somewhere that meant something to you? Sure, the shopping mall is vital to your existence, and work is vital to your wallet; but what do these places really mean to you? Do you think you'll look back on them fondly in 20 years? Do you think they'll change your life? Probably not.

At some point in your life you've been to a place that's entrenched in your mind. It might be the family cottage, a local amusement park, a romantic restaurant, or a little-used pond. Whatever it is, it's a place that's special to you.

 Select one place that has affected you, and write a 2-3 page essay, including:

- name and location of place
- physical description
- sensory description (sight, smell, touch, taste, sound)
- first time you went to place and your reaction
- 3-5 incidents that happened there and how each colored your perceptions about the place
- anything or anyone you associate with the place and why
- your feelings about the place immediately after you left
- your feelings about the place now
- reasons the place means so much to you

Activity 2-8

Turn on any talk show and listen carefully. Naturally, the focus is on people's problems, but these problems are prefaced by the words, *I, me, and my*.

Listen to a friend describe something that happened. Peppered into the story are those same words—*I, me, and my*.

Think about your conversations. How often do you turn the topic to yourself? Do those three words pop up more frequently than you'd like to admit?

Generally, people like to talk about themselves. But when it comes to writing about themselves, people get shy and nervous and are unwilling to commit anything to paper. Something about writing personal information scares people because it forces them to take a close look at what's behind the facade.

 Putting all this aside, select one of the following options in order to create a self-portrait.

Mini-autobiography—Write a 2-3 page chronology, including:

Childhood

- when/where you were born
- parents
- earliest memory
- summary of childhood



- episodes with friends/family
- trouble you got into
- awards you received
- important events that occurred
- best period of time

Adolescence

- summary of life from age 13 to the present
- important events
- physical changes you've gone through
- behavior/attitude changes you've gone through
- things you could get away with before that you can't now
- things you wish hadn't changed
- episodes with friends/family
- best period of time

Speculation

- Why do you think you're the person you are today?
- What would you change about yourself if you knew what the impact of your actions would be?
- How would you change this?
- How would it make you different?
- What have you learned about yourself and life as a result of what you have experienced?
- How would you rate your personal quest so far?
- How do you see yourself changing in the future?

Personal Essay—Write a 2-3 page essay, including:

Describe the "public" you.

- how you act in school
- how you act at work
- how you act with friends
- how you act at home

Describe yourself as others see you.

- parents
- teachers
- boss
- friends
- boyfriend/girlfriend

Describe yourself as you see yourself.

- interests
- hobbies
- pet peeves
- emotional reactions
- positive/negative points
- personality
- physical attributes

Describe yourself as you'd like to be.

- physical attributes
- personality
- career goals
- personal aspirations
- strengths

Describe yourself in 20 years.

- physical attributes
- personality
- career
- strengths/weaknesses
- family

Collage—Select pictures, magazine cut-outs, poetry, song lyrics, etc., that reflect you and attach to a poster board. Include:

- physical appearance
- emotions
- hopes and goals
- interests and/or hobbies
- fears
- quirks
- strengths and weaknesses
- philosophy of life
- family life

Activity 2-9

Regardless of your background, you have probably heard of the Ten Commandments. They are a set of principles meant to give society morals.

A council of elders wants you to update the Ten Commandments, to bring them into the 21st century and make them reflect a more personal perspective. The council also wants to give this life code a more positive feeling, so they've requested a second list—things you should do.

-  Write your own Ten Commandments, starting each with "Thou shall not..."
-  Write your own Ten Commandments, starting each with "Thou shall..."
-  Describe a situation and a reason why each commandment is necessary.



Activity 2-10

Science is always trying to improve the quality of life. Cryogenics (freezing people and bringing them back to life at a later time) appeals to you, so you volunteer to be part of a university experiment. You're only 18, but you're willing to put yourself on ice—literally.

It's 150 years later when you wake up from the deep freeze. You're still 18 and living in your hometown, but you can't believe the changes in the world.

 Write a 2-3 page essay describing what it's like to be a stranger in a strange land. Include:

- the last memory you had before being frozen
- the first thing you see when you awake and your reaction
- physical description of the town before you were frozen
- description of people you knew and what they did for entertainment
- description of people now and what they do for entertainment
- description of technology and media 150 years ago
- description of technology and media now
- other changes you notice and your reactions to them
- reasons you'd rather be in one time period than the other
- overall reaction to the whole experience

Activity 2-11

One day you're babysitting your four-year-old brother, and you begin to run out of ideas to entertain him. You've watched cartoons, played games, and read stories, but now he's bored and hungry.

 Write a 2-3 page dialogue between the two of you, as you explain to him how to make a simple, nutritious meal. Going to a fast-food restaurant isn't allowed! Include:

- what you're making and his reaction
- each step you must take and why
- his questions about certain parts of the process
- your re-explanations and the change in your mood
- safety precautions
- what he can and can't do to help
- what your older sister taught you at this age
- how you feel about showing him how to do something

Activity 2-12

You overhear two women talking about psychic phenomena. You dismiss them as rather crazy, until they mention past lives. Your curiosity is piqued, so you lean forward and eavesdrop.

Later that night, you have a dream about your own past lives. You're spun through time, placed in situations beyond anything you consciously know.

 Write a 2-3 page description of the dream, including:

- opening scene—colors, sounds, smells, clothing, setting
- location and times
- what you were in each of your lives (at least three)
- what you did in each of your lives
- how each life form reacted to meeting the others
- what each of them says about you as you are now
- how you reacted to seeing yourself three different ways
- plot (the story line of the dream—must include all your past lives)
- transitions (how the dream moved from scene to scene)
- conclusion (what happened to you in your lives—individually and collectively—in the dream)
- how you felt when you woke up

Activity 2-13

The alarm goes off like every other morning, but you sense something isn't quite right. You turn on the radio, and the announcer is recapping the events of the day. You think this is odd, but you attribute it to not being fully awake.

 Write a 2-3 page description of a typical day, in reverse order—from the **end to the beginning**. Include:

- everything you did
- everyone you met
- everything you said
- how it feels to be moving backward
- how the actions of the day look from a different perspective

Section 3—

Poetry

The bane of many non-writers, poetry is a natural extension of personal writing. Following close on the heels of descriptive writing and journals, poetry allows students the freedom to express themselves. The activities in this section are structured so students can understand that poetry is a viable form of writing. Students should also examine traditional poetry and recognized poets.

Suggestions for Using this Section

-  Intersperse poetry writing with reading or listening to poems. Students need to see the connection between substance and form. Select poems and poets at your discretion, but with an eye toward the classics.
-  Choose two or three types of poetry from this section to do in class. This gives students exposure to a variety of forms.
-  Let students choose from other poetic forms (not done in class) and write a poetry notebook. Their poems could be illustrated.
-  Samples are included where directions are not quite enough. You may wish to exclude them, or use other examples.
-  In activity 3-14, the listed poets are merely suggestions. You may wish to substitute others. Poems should be read in class, emphasizing style, structure, and poetic conventions.

Activity 3-1

The shaped or concrete poem combines both visual and verbal images.

-  Select an object, place, or concept, and write a poem, shaping the words to fit the form or image. The poem must express a complete idea and should not be a group of unrelated words or statements.

Activity 3-2

-  Take a central idea and spin a web of related details. You may use sentences, but figurative language is preferable. As with the other poems you've written, you must follow the form exactly.

1 central idea

6-7 supporting ideas

4 details per supporting idea

Support _____

Detail _____

Detail _____

Detail _____

Detail _____

Support _____

Detail _____

Detail _____

Detail _____

Detail _____

Support _____

Detail _____

Detail _____

Detail _____

Detail _____

Support _____

Detail _____

Detail _____

Detail _____

Detail _____

Support _____

Detail _____

Detail _____

Detail _____

Detail _____

Support _____

Detail _____

Detail _____

Detail _____

Detail _____

Central Idea



The diamond is a seven-line poem which requires you to recall parts of speech.

-  Follow the pattern below and create your own diamond. You will begin with a noun and end with the opposite (antonym) of the original noun. The poem must imply some type of change or transition in the fourth line.

noun (1)			
adjective		adjective	
-ed/-ing word	-ed/-ing word	-ed/-ing word	
noun or adjective	noun or adjective	noun or adjective	noun or adjective
-ed/-ing word	-ed/-ing word	-ed/-ing word	
adjective		adjective	
noun (2)			

Activity 3-4

e.e. cummings is noted for his use of poetic license—his absolute abandonment of the rules of capitalization, punctuation, spelling, and spacing. However, his deviation from the rules had a purpose.

-  Write a poem similar to an e.e. cummings poem, experimenting with the freedom to use capitalization, punctuation, spelling, and spacing as you wish. Keep in mind that you must have a reason why you wrote as you did.

Once you have written the poem, answer the following questions:

- What does the poem say literally?
- What is the purpose of the poem?
- Why did you write the poem as you did?
- Where did you get the idea?

Sample

My mind is a _____
my hands cannot produce the words to adequately express
the feelings
ir ng
sw li within me

NEEDING TO spill out onto the empty page

my hand is still
a
n
d
the feelings remain within
painful and silent

Activity 3-5

-  Select a noun and spell it vertically. Write a poem using the initial letters of the word to begin your lines. The poem must express an opinion about, attitude toward, or perception of the word. The poem should contain sentences and/or ideas, not just a group of unrelated words.

W riting
O n paper
R eleases my
D eepest thoughts



When I was a little kid, my parents always said: "Don't..."

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Now that I'm a teenager, my parents say: "Don't..."

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

But when I'm a parent, I'll tell my kids: "Don't..."

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Activity 3-7

 I used to dream I'd be a... (list six things)

But... (list five reasons things didn't come true)

Later on, I thought I was cool because... (list four things)

But then I realized... (list three things you discovered weren't cool)

Now I'll have to settle for being... (list two things)

Because I'm just... (list one thing about yourself)

Activity 3-8

Memories of our childhood and significant places we lived or visited can be sources of material for poems. The vivid details we recall create images to share with the reader.

 Select a place you love and describe it poetically. Include as much sensory detail as possible—sights, sounds, smells, and tastes.

Sample

I remember Foreman Park in the summer.
A small green stretch of land confined by
the tranquil waters of Lake Ontario
the sound of the waves caressing the rocks
sailboats float like tiny dots in a sea of blue

children throw smooth pebbles into the water
and laugh as they climb the slide
and ride on the old rickety merry-go-round
elderly people sit quietly
munching on sandwiches and sipping iced tea
remembering the joys of yesterday
a pleasant haven from the stress
of everyday life.

 Select a significant person from your childhood—parent, sibling, relative, friend, or coach. Paint a verbal picture of him/her. Include physical description, mannerisms, and actions. Be selective about the details you choose. Your poem should enable the reader to know this person exactly as you remember him/her.



Activity 3-9

Free verse is poetry that doesn't have a regular line length, stanza form, rhyme scheme, or meter. Therefore, writers have more freedom to express their thoughts in creative and unique ways. However, free verse may utilize rhyme, rhythm, and poetic techniques.

-  Write a free verse poem of at least 20 lines. Include the purpose and/or theme, effective use of two poetic techniques, and a title.

Activity 3-10

It has been said that the easiest person to write about is yourself. This poem will let you share an important idea about yourself.

-  Write the words I AM THE ONE WHO on your paper ten times. You will complete each statement with a fact about yourself. However, each statement must contribute to the punch line or main idea which is in line ten. It is sometimes easiest to think of the last line first.

Example

I am the one who answered the telephone that night
I am the one who will always remember the look on my mother's face
I am the one who my father clung to
I am the one who notified relatives
I am the one who answered the door when the neighbors came
I am the one who ordered the flowers
I am the one who read the scripture at the mass
I am the one who found telltale signs in his room
I am the one who should have tried harder to stop him
I am the one whose brother died of an overdose

Activity 3-11

A narrative poem tells a story in verse. Consequently, it must have all the characteristics of a short story—setting, characters, plot, point of view, and theme. It may also contain dialogue.

-  Following the steps below, write a 2-3 page narrative poem dealing with a contemporary teenage issue. It must be realistic in subject matter and tone, but may be in traditional or free verse form.
1. Brainstorm for topics relevant to teenage life.
 2. Select a topic and determine the point of view you would like to present.
 3. Outline the plot or sequence of events.
 4. Decide the format of the poem (e.g., free verse, conventional, or stanza form).
 5. Write the first draft.
 6. Peer share/edit.
 7. Write the final draft and illustrate.

Activity 3-12

-  Write a refrain poem. Use a narrative style, similar to a short story. Use realistic dialogue. Write four stanzas of five lines each, the last being the refrain.

Example

I have a composition due in English
The teacher announced a test in Biology
I have to memorize ten vocabulary words in French
Twenty problems in math were assigned for homework tonight
I am so tired, and I want to sleep.

The day is endless.
I am so tired, and I want to sleep.

I have soccer practice, and it's pouring
Tomorrow is the big game against our archrival
Two-hour ride on a noisy crowded bus
The big bash—if we win or lose
I am so tired, and I want to sleep.

The day is endless.
I am so tired, and I want to sleep.

Work tonight from five to ten
Standing over a hot grill
Listening to orders being shouted over the counter
Hearing dissatisfied customers grumble
I am so tired, and I want to sleep.

The day is endless.
I am so tired, and I want to sleep.

I have to rush home and change
I'm going out with my friends for awhile
I'm overwhelmed and overworked
I need to relax for awhile but
I am so tired, and I want to sleep.

The day is endless.
I am so tired, and I want to sleep.



Activity 3-13

 Select two of your favorite songs and analyze them according to the criteria below. Be sure to include copies of the lyrics.

- Summarize the plot of each song's story.
- Explain the meaning of each song.
- Explain each song's relevance to you.
- List 3-5 lines or phrases with imagery or symbolism.
- Explain the meaning and importance of these lines.
- List any lines or phrases which seem out of place or weak. Explain why.
- Explain how the music blends with or alienates the lyrics.
- Explain your reaction to the music.
- If the song has a video, comment on it.

Activity 3-14

Over the years, you've probably given and received countless greeting cards. Birthdays, holidays, anniversaries, starting or ending a relationship, bad-hair days—all are card-worthy occasions according to the greeting card industry.

Considering the number of cards you've handled, how many have you read thoroughly? Do you just look at the amount on the check, or do you read the card's sentiments all the way through? Do you just skim and smile in appropriate places?

However you read cards, you should be aware that they're at least partly based on poetic forms. Some are direct quotes from famous poets, while others merely mimic the style.

 Following the steps below, write and illustrate a series of greeting cards.

1. Read selections from such poets as Emily Dickinson, Elizabeth Barrett Browning, and Christopher Marlowe. Using their words or a copy of their styles, write and illustrate cards for your grandparents' anniversary, your sister's wedding, your boyfriend's/girlfriend's birthday.
2. Read selections from such poets as Allen Ginsberg, Diane Wakoski, and Adrienne Rich. Using their words or a copy of their styles, write and illustrate cards for your boss after he's fired you, your boyfriend/girlfriend after you've broken up, your principal after graduation.
3. Read selections from Rod McKuen or other "pop" poets (can include writers/singers of love songs). Write and illustrate greeting cards which poke fun at their syrupy styles for your boyfriend/girlfriend because you miss him/her, because the two of you had a fight, or because (s)he's your one and only.
4. Write two funny cards which rely on wordplay or an inside joke for their humor.

Section 4 —

Narrative Writing

Narrative writing works as a transition between fiction and nonfiction writing. Students must be able to emulate form, yet still be allowed creativity within the correct context. The activities give students a framework, so they're not writing blindly.

Suggestions for Using this Section

-  Choose only a few activities from this section. Each activity has a unique slant and requires specific writing skills. Doing more than two or three will make students' writing mechanical.
-  Intersperse writing activities with personally selected short stories or other literary forms. Students need to see structure in order to produce it.
-  Pair up some of the activities. This will give students a better understanding of point of view and tone. Possible pairings include: activities 4-1 and 4-2; 4-6 and 4-7; 4-8 and 4-9; 4-10 and 4-11.
-  Most activities will take at least three days to complete.



 Write a short story using visual images as the basis. Select one of the options below and follow the directions.

Option 1

1. Select two pictures of people that appeal to you.
2. Describe each person's physical attributes.
3. Describe each person's personality.
4. Give each person a name and a background.
5. Give each person a "current story."
6. Create a setting.
7. Think of a situation that these two people could have together.
8. List every action they'd go through from start to finish.
9. Combine all this information into a story about these people; include dialogue.

Option 2

1. Select two pictures of people from your family album that appeal to you.
2. Describe each person's physical attributes.
3. Describe each person's personality.
4. Give a brief background of each person (must be real).
5. Describe two episodes that happened to each person.
6. Give each person a "current life" that is different from reality.
7. Create a setting.
8. Think of a situation that these two people could have together.
9. List every action they'd go through from start to finish.
10. Combine all this information into a story about these people; include dialogue.

Activity 4 - 2

Over the weekend, you were looking through some old family pictures and videos. This sent you and your relatives on a trip down memory lane, telling stories about memorable events, weird relatives, one-of-a-kind vacations, etc. You didn't think much about it at the time, but some old memories have been running through your mind since then.

 Select one of the following childhood experiences and retell it as though you were that age again. Be sure to include all the information listed under the topic. Minimum length: two pages

First day of kindergarten

1. What does the room look like? Notice its features: colors, pictures, posters, desks/tables, windows.
2. How do you feel being in that room?
3. What does the teacher look like?
4. Does the teacher remind you of anyone in your family?
5. Do you like the teacher? Why or why not?
6. What did you do in class the first day—games? stories? snacks? art?

7. What are your classmates like—boys? girls?
8. What special thing happened that made the day good?
9. How did you feel being in school for the first time?

First day of junior high

1. Describe the layout of the building.
2. Compare/contrast it to the elementary school.
3. Describe one room that made an impression on you.
4. Describe how you felt going into the building the first time.
5. Describe your teachers. How did they make you feel? Compare them to the elementary teachers.
6. Describe the teacher you liked the most and the least.
7. Describe the first day—changing classes, finding classes, phys. ed., lunch, and study hall.
8. Describe one thing that made the day really good or really bad.
9. Describe your overall reaction to junior high.

Family vacation

1. Describe the place you went.
2. Describe the trip there—misadventures, comic episodes, and fights/moods.
3. Describe your reaction when you arrived at your destination.
4. Describe the first hour you spent there.
5. Describe the first day—what you did, what your family did, and how everyone felt and acted.
6. Describe the rest of the vacation.
7. Describe two of the most memorable events.
8. Describe your overall reaction to the trip.

First date

1. Describe the events that led up to the date—how you met, conversations you had, interference from friends, and how you felt about the person before the date.
2. Describe the date—where you went, how you got there, what you did, awkward or weird moments, and how you felt about the person during the date.
3. Describe how you felt after the date.
4. Describe how the relationship changed after the date.

First secret crush on someone

1. Describe what the person looked like.
2. Describe how the person acted.
3. Describe what you liked about that person.
4. Describe how you felt when you saw/talked to the person.
5. Describe 2-3 things you did because of the person.
6. Describe how the person reacted to you.
7. Describe a conversation you'd like to have with the person.



Activity 4-3

It's 6:15 a.m., and the alarm is buzzing—just like every other morning. You slide your arm out from under the covers and fumble around to hit the snooze button—just like every other morning. You roll over and close your eyes. There's a dull ache in your shoulder, but you ignore it, preferring sleep to worry. The alarm goes off again, and you bolt up, ready to throw the clock against the wall. When you reach out, the pain in your shoulder starts throbbing. You grab the shoulder with your other hand, slowly—oh so slowly—rotating it toward the noise. Finally, you turn off the alarm and crawl out of bed—just like every other morning.

You stumble into the bathroom, bleary-eyed, and squint into the mirror. You rub your eyes, blinking in horror. Your hair, the little that remains, is thin, wispy, and white. Your face is etched with wrinkles, and your cheeks have a new hollow. You panic, pinching yourself, screaming, and crying. This isn't just like every other morning—you've gone from 18 to 85 overnight.

Once you've had a cup of coffee and calm down, you realize this isn't so bad. You have wisdom and insight you never had before.

 Write a story from your 85-year-old perspective. Include all the details listed below. Minimum length: two pages

- What you thought when you woke up and discovered you were 85
- The immediate actions you wanted to take
- What you thought once you'd accepted being 85
- The advantages/disadvantages of being 85
- The changes you notice in the world—technology, living area, society, and problems
- What you've learned over the years
- What you've forgotten over the years
- How you view 18-year-olds
- How 18-year-olds view you
- Five of your favorite memories from all your decades of living
- Your philosophy of life
- Advice you'd give to an 18-year-old
- Advice you'd give to a 60-year-old

Activity 4-4

-  Write a story where you make up a family. Follow the directions below. The final essay must be 3-4 pages.

General Planning

1. List each family member's name and a brief description, including age, role in the family, occupation, and physical/mental/emotional traits. You must have a minimum of four characters, but you decide how they fit into the family structure (e.g., two parents, two kids; one parent, one stepparent, two kids; one parent, one grandparent, one kid, one pet).
2. Describe the relationships among the family members. Include how each gets along with the others, how they act as a family, what sets off fights, and what keeps them calm. (This, combined with step one, is the basis for characterization.)
3. Draw pictures (or find them in magazines) which resemble your characters. Paste each one on a separate sheet of paper.
4. List 8-10 possible situations the family could get into or problems they could have. Then, list all the possible outcomes for each (these are the basis for the story's plot and conflict).
5. Describe the location of the story and tell when it takes place. It doesn't have to be here and now. (This is the basis for the setting.)

Detailed Planning

6. Select one family member to be the main character. The others must be in the story, but they won't be the center of the action. Decide which of the main character's aspects are most important to the story and list them under the character's name.
7. Select three of the situations/conflicts you described in step four and list each event that will happen. Include what the main character does and feels, as well as the actions and feelings of the others. Be sure this list places the events in the correct time order.

Writing

8. Using all the pertinent information from the planning stages, write a story about this family. Include the following:
 - opening sentence or paragraph that grabs the reader and sets up the premise (Don't start out by saying, "In this story, I'm going to tell you about...")
 - the narrator's voice (Is the main character telling the story firsthand? If so, use *I*, *me*, and *my* as the reference pronouns. Is the main character telling the story as an outside observer? If so, use *he*, *she*, *they*, *them*, *we*, and *us*.)
 - the blending of plot, conflict, characterization, and setting
 - conversations between characters
 - thoughts and feelings of the main character
 - a sense of realism, probability, and/or humor
 - an ending that either ties everything together or leaves room for a sequel



Think back to when you were a little child. More than likely, you had a favorite story that you liked to have read to you—something like Dr. Seuss, a fairy tale, or an illustrated book.

-  Keeping this in mind, select one of the following projects. Be sure to follow the directions. In each case your audience is a child under six years of age.

Write an Original Fairy Tale

1. Choose a minimum of two characters—real, imaginary, or animal (e.g., wizards, princesses, talking trees).
2. Choose a setting—past or future.
3. Use a logical chain of events with “impossible” elements mixed in (boy meets girl...boy must do task to get girl...boy assisted by magical frog and wizard...boy completes task...boy and girl live happily ever after).
4. Give the fairy tale a moral or a lesson.
Minimum length: six pages

Rewrite an Old Fairy Tale

1. Select a favorite fairy tale from your childhood.
2. Rewrite it to make the story current.
3. Follow the story line and format exactly.
4. Include pictures which relate to your revised version.

Write an Original Nursery Rhyme

1. Choose a minimum of two characters—real, imaginary, or animal.
2. Choose a setting—past or future in an imaginary world.
3. Use personification and/or animation.
4. Use one major incident with minor incidents leading up to and resolving it.
5. Teach a lesson and have a happy ending.
6. Make lines rhyme A-B-A-B or a similar derivation.
Length: One long, continuous rhyme of five pages, with pictures or 5-6 short rhymes, one page each

Rewrite an Old Nursery Rhyme

1. Select a nursery rhyme from your childhood.
2. Rewrite it to make the rhyme current.
3. Follow the story line and format exactly.
4. Include pictures which relate to your revised version.

Write a Storybook

1. Choose a minimum of two characters—real or imaginary.
2. Choose a present or past setting in a comfortable, homey location.
3. Use one major incident, a simple plot, and a logical ending.
4. Teach something moral and educational.
Minimum length: ten pages, 2-3 sentences and pictures per page

Activity 4-6

You're sitting in English class, sporadically listening to the teacher babble about some new writing assignment. Your eyes start to close, until you hear the words "short story." You groan inwardly. Doesn't she realize how many short stories you've written in your school career? Doesn't she realize you've no intention of becoming a writer?

You pull out a sheet of paper, fully prepared to write about aliens, or elves, or squash, for that matter. It's all the same at this point. Then you hear her last three words, "Make it graphic." You lean forward and pay closer attention.

"Today, you are going to write a short story. Yes, I know you've been writing them forever, but they're not always too good. I want this one to be different. First of all, you are going to be the star of the story. Secondly, I want it to be something a popular movie director would read and instantly want to make into a hit movie."

 Follow the directions below. Decide on the genre—mystery, adventure, crime, science fiction, fantasy, or romance. Minimum length: three pages

1. Recall a movie you really liked and write notes on its plot, setting, theme, and characterization.
2. Write notes for your story which parallel, prequel, sequel, or alter the premise of the movie above. Include plot, setting, theme, and characterization.
3. Describe the characters (you and at least two others) and how they relate to each other.
4. Use the setting as part of the story.
5. Use the first person point of view.
6. Tell the story of at least three events in chronological order. (Remember, the genre will dictate the movement of the plot).
7. Describe any outside forces or subplots necessary to reach the conclusion.
8. Use sensory detail. Be graphic enough so the reader really sees, feels, hears, smells, and tastes what's going on.
9. Resolve the events in an unconventional way (no traditional happy endings).



You've been watching an old science fiction movie where inanimate objects rule the world. People are slaves to cars and buildings. You watch a bit longer, complaining how bad the special effects are and how corny the plot is.

You turn off the TV, but a scene from the movie keeps flashing in your mind. Finally, when you've seen the mental replay of a man-eating stereo for the hundredth time, you scream, "ENOUGH! I CAN DO BETTER THAN THAT!"

 Select one of the options below and write a story from the point of view of an inanimate object. Keep in mind that narratives must have a progression of ideas. Minimum length: two pages

You Are the School

Write a story about a typical day as the school building. Include:

- your name and location
- a brief description of your appearance including dimensions, room placement, and special features
- 8-10 events that occur during the day—in chronological order
- your reaction to what you've observed
- how it feels to be treated the way you are
- what you'd like to see happen during the day

You Are the School Bus

Write and illustrate a comic book about a typical day as the school bus. Include:

- your number and seating capacity
- what streets you take and what they look like
- how many stops you make and their distinguishing features
- descriptions of each passenger and how each acts after boarding you
- your reaction to each passenger and why
- 8-10 events that occur during the ride to and from school, in chronological order
- what the perfect bus ride would be like

Activity 4 - 8

A good friend comes to you for advice. As she tells you her story in detail, you're busy thinking of ways to calm her down and help her find a practical solution.

 Following the steps below, write a realistic dialogue between the two of you. Use correct conversational form and include:

- the problem
- events that led up to the problem
- things she's already done
- your reaction to what she's done
- things you'd say that are calming and reassuring
- questions you'd ask to see if she's done everything possible
- suggestions you'd give for solving the problem
- her response to your suggestions
- summary of the discussion
- what she thinks she'll do next

Activity 4 - 9

For the past few days, you've been wrestling with a personal problem. You've gone over the scenario countless times in your head, rationalized your part in it, and set up some solutions to rectify it. Finally, when you can't stand it anymore, you decide to share this dilemma with someone who really knows you—your inner self.

 Write a monologue between the rational and emotional parts of you. Include:

- a summary of the problem
- reactions of your emotional self and your rational self to what's happened
- suggested solutions from both of your selves
- pros and cons for each solution
- the most extreme thing each one of your selves wants to happen
- a chronological listing of what each of your selves does
- a realistic conclusion to the problem



You just got a job as a camp counselor. Although you requested sports, those positions were taken. You've been slotted into the little kids' reading circle. Since your personal reading repertoire is limited, and your experience with six- to ten-year-olds is even more limited, you panic.

You want to give the kids something different, but you also want to make them think a bit. Finally, it comes to you—mythology. You pick out a few books, select the myths, and then decide you'd like to try your hand at writing your own myth. The format doesn't seem that hard, and if you write your own, you can make mythology more relevant to the kids.

-  Select one of the options below and write a myth for young children. Remember, myths usually explain how something was created or came to be.

Illustrated Myth

Write and illustrate a myth that explains how a natural phenomenon started. Include:

- at least two characters (not necessarily human)
- a setting in the ancient past
- a story where something never-before-seen happens, told in chronological order
- a dialogue between the characters, showing their reactions to and explanations for what happened
- a naming of the phenomenon
- appropriate pictures

Live Myth

Explain a natural phenomenon with a puppet show and scenery. Include:

- two hand puppets
- a natural, unspoiled place from long ago
- an event that scares the characters but makes them curious
- the event—told in a logical progression
- dialogue between the characters showing their fear, wonder, and eventual understanding of what happened
- a naming of the event
- a conclusion where the characters learn something
- assorted props, scenery changes, and other incidental characters that move the story along

Activity 4-11

Your English teacher is making you read mythology. You're ready to tune him out when he announces that you'll be writing myths that reflect today's society—anti-myths of sorts. You're not quite sure what he's asking for, but you listen.

 Using the traditional structure of a myth as a model, rewrite a myth for the contemporary world. Keep in mind that people of today are not naive. They're generally pretty skeptical and critical. You'll have to really stretch to get them to believe your premise. Follow the steps below.

1. Read a myth. Note its messages and/or what it's trying to explain.
2. Read some news articles about a current issue which is somehow related to the myth.
3. Re-read the myth, this time taking into account current events and theories.
4. Rewrite the myth as an explanation for something happening now. Include the following:
 - two characters, scared by what's happening around them and mistrustful of what's been done to correct the problem
 - a harsh, decaying place where goodness is all but lost
 - an event that further shatters people's faith or rattles their consciousness
 - the story around the myth, told chronologically and with appropriate detail
 - the characters' reactions and skepticism as the story unfolds and suggested remedies are given
 - the one thing that changes the characters' attitudes
 - the political, social, and/or ethical overtones
 - the lessons learned and why the characters finally become believers
5. Include copies of the original myth and newspaper articles.



Section 5—

Autobiography

This autobiography unit helps students develop their sense of voice. The autobiography offers them a chance for introspection, while giving them a cushion of security and privacy. The arrangement of topics and the addition of pictures and visuals will make it easier for students to write about themselves.

Suggestions for Using this Section

-  Do this section as a complete unit in the order presented. This will give more continuity to the project.
-  Read autobiographical pieces at the same time. They should not be full-length works exclusively.
-  Present the unit sometime after mid-year. Students will feel more comfortable if they know and trust you.
-  Allow about four weeks of uninterrupted class time for this unit.

Activity 5-1

 Write about the people you know best—your family.

Introduction—In your introduction, give background information about your family. Include how you came to live in your town and a description of your family members.

Paragraph 2—Describe the main male figure in your life. It can be a father, stepfather, guardian, relative, coach, teacher, or member of the clergy. Include age, physical description, occupation, personality, interests, and quotes.

Paragraph 3—Describe the main female figure in your life. It can be a mother, stepmother, guardian, relative, coach, teacher, or member of the clergy. Include age, physical description, occupation, personality, interests, and quotes.

Paragraph 4—Describe your siblings. Include age, physical description, occupation, personality, interests, and quotes.

Conclusion—Make final remarks about your family and the influence they have had on your life.

Activity 5-2

 Search your memory and recall a memorable experience in your childhood. The memory may be happy, sad, or humorous. Students have written about incidents such as holidays, the first day of school, a trip, an athletic event, getting a pet, moving, breaking a toy, a fight, or a separation/divorce.

Introduction—Set the scene for the incident. Include who, what, when, where, why, and how.

Paragraph 2—Continue the action. This should narrate the middle of the incident. What happened?

Paragraph 3—End the event. What finally happened?

Conclusion—Why do you remember this incident? What was its effect on you?



 Write about a place where you spend a great deal of your time—school. Choose one of the essays below.

A Memorable Incident

Your memorable incident may be positive, negative, humorous, sad, or frustrating. It may be from your academic, social, personal, or athletic life.

Introduction—Give background material—who, what, when, where, why, and how.

Paragraph 2—Describe the actual incident.

Paragraph 3—Describe the end of the incident.

Conclusion—What were the results or consequences of the incident?

Attitude Toward School

This choice allows you to examine your attitude toward school and your goals.

Introduction—Describe your attitude toward school—positive or negative—and explain why your attitude is that way.

Paragraph 2—Tell about our favorite class/activity. Tell why it is your favorite. Relate an incident from the class/activity.

Paragraph 3—Tell about your least favorite class/activity. Tell why it is your least favorite. Relate an incident from the class/activity.

Conclusion—List the goals you wish to achieve in school or areas where you need improvement.

Activity 5-4

 Write about yourself and the type of person you are.

Introduction—Select two of your personality traits (honesty, competitiveness, etc.). Identify the traits, and for each, give an incident or example to show you possess this trait.

Paragraph 2—Identify one or two of your favorite pastimes. Tell how you became interested in each one. Discuss how you developed your skills. How much time do you devote to these activities? What is your level of accomplishment and/or future plans?

Paragraph 3—What is your pet peeve? Why is it a pet peeve? What is your reaction when you encounter it?

Paragraph 4—Identify your peer group. Why do you consider yourself a part of this social group? Relate an incident to explain your classification.

Conclusion—Anything else you would like to share about yourself

Activity 5-5

 This entry will encourage you to recognize a personal accomplishment that makes you feel proud. The achievement may be in any category—academic, social, personal, or athletic. It can be a major achievement which many people will acknowledge, or it can be a personal victory (passing a course, avoiding a fight, losing weight, or winning a game).

Introduction—Give the who, what, when, where, and why. Identify the problem or goal.

Paragraph 2—Discuss the problems or obstacles you had to overcome.

Paragraph 3—Discuss the process you went through to overcome the obstacles.

Conclusion—Discuss why you consider this your greatest achievement. What effect did the achievement have on you?



Activity 5-6

-  We are often given advice whether we ask for it or not. Think about the various people who have given you advice and decide which advice was the best.

Introduction—Give the background information (who, when, and where). What was the advice?

Paragraph 2—Discuss the circumstances under which you were given the advice.

Paragraph 3—Did you use the advice then? If not, discuss a later incident when you used the advice.

Conclusion—Discuss the effect the advice had on you and why it is the best advice you've ever received.

Activity 5-7

-  Although many of your entries have been about the past and present, many of your concerns are about the future. In a few years, you will have finished your high-school education and will enter a new phase of your life. This entry deals with your aspirations for the future.

Introduction—Describe your education and career goals.

Paragraph 2—Discuss whether you will be single or married. If you plan on being married, what characteristics would you like your partner to possess?

Paragraph 3—Where do you hope to be living? What do you envision your living space to be like?

Conclusion—What will you do in your leisure time? Do you expect to have the same pastimes?

Activity 5-8

-  The last required entry will be open-ended. Add any other information to your autobiography that you would like to include. Suggestions include:

- another essay of your choice
- ten adjectives to describe yourself and an explanation/incident for each
- an original poem of at least 15 lines
- pictures and captions
- songs

-  Create a cover for your autobiography. It should be visually appealing and introduce contents. Therefore, you should include the following components in its design:

- an original and appropriate title
- three appropriate and colorful adjectives which describe you
- magazine pictures, photographs, sketches, and/or quotes which represent you

Self Evaluation

Read the following statements and check the appropriate response.

Yes No

I have met the minimum requirement of 250 words for each entry.

☐ ☐

I wrote a first draft and a final draft for each entry.

☐ ☐

The content of each entry is well thought out, accurate, and honest.

☐ ☐

I completed my entries on or before the due dates.

☐ ☐

I used my class time as instructed.

☐ ☐

I worked for the full 40 minutes each day without prompting or reminders.

☐ ☐

My autobiography is neat and attractive.

☐ ☐

My autobiography is a reflection of my best work.

☐ ☐

Answer the following in complete sentences:

1. What was your reaction to this long-term assignment? Include both positive and negative comments.

2. Which entry do you consider the best? Why?

3. Which entry do you consider the weakest? Why?

4. When you are evaluating my project, I would like you to consider...



Below are the requirements for the autobiography. Check your work and then put an X in the appropriate column.

	Included	Not Included
Cover	☐	☐
All About Me (inside cover)	☐	☐
Dedication (optional)	☐	☐
Table of Contents	☐	☐
My Family	☐	☐
Earliest Childhood Memory	☐	☐
School	☐	☐
Self-Portrait	☐	☐
My Greatest Achievement	☐	☐
The Best Advice	☐	☐
My Future	☐	☐
Free Page	☐	☐
Pictures (back cover)	☐	☐
Extra Credit (list below)	☐	☐

Section 6—

Media

The media unit has one function—to improve critical assessment of everything students read, watch, and hear. Because they are bombarded with information at an astonishing rate, students need to discriminate between sensationalism and fact, biased and unbiased items, human interest and human denigration.

Suggestions for Using this Section

-  Do this section as a unit, emphasizing one type of media at a time. Allow at least six weeks to complete the media unit.
-  Do all the activities for one type of media in succession. You may, however, put the forms of media in any order.
-  Personal preference will dictate whether you use both analytical and student-written activities. The blend allows students to apply critical theories to their own work.
-  You will need to do a good deal of outside preparation. Gathering an assortment of newspapers, magazines, video clips, and audio tapes takes forethought and time.
-  Activities 6-7 through 6-14 are sequential.
-  These activities are most effective when done in small groups. This allows for more student discussion of individual interpretations.



Activity 6-1

Keep track of your media habits for a week. Use the chart below as a guide and keep a daily record of the listed information. Use a separate sheet of paper for each day. Be as specific as possible.

 After completing the chart, answer the questions below.

Day	TV Shows Watched	Videos/Movies Watched	Newspaper/Magazines Read	Radio Programs Heard	CDs, Tapes, Records Heard
1					
2					
3					
4					
5					
6					
7					

1. Calculate the number of hours you watched TV.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Total _____

2. Calculate the number of hours you watched videos/movies.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Total _____

3. Calculate the number of hours you read.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Total _____

4. Calculate the number of hours you listened to the radio.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Total _____

5. Calculate the number of hours you listened to music.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Total _____

6. Of all the TV you watched, which shows had the greatest impact on you? Explain.
7. Which show(s) do you watch regularly? Why?
8. Of all the videos/movies you watched, which were the most memorable? Explain.
9. Which movies made you realize something about yourself or the world around you? Explain.
10. Of all the music you listened to, which pieces had the greatest effect on you? Explain in terms of their mood-changing, creativity-enhancing, or energy-producing effects.
11. List the types of media in order of importance to you. Explain the reasons for each.
12. In general, how do you react to the information and images presented to you in the media? Be specific in your explanation.
13. How much of what you see, read, and hear do you remember? Explain what kinds of things stay with you and how you later use that information.
14. Using all the data on these pages, write a paragraph about your media habits.



Description

Refer to these descriptions when working on activities 6-2 through 6-12.

News Story

Gives the facts and pertinent details of a story with local, national, or international relevance. Must include who, what, when, where, why, and how. Written in a straightforward, logical manner. (Note: Some stories may be slanted if written to promote a cause rather than present pure fact— e.g., press releases.) May be a long story with background coverage or social/political perspective, or it may be a short blurb with only immediately pertinent information. Comprises the bulk of most newspapers.

Human Interest Story

Focuses on people and what they do that makes them extraordinary. Fewer hard facts are given, except where necessary to give the story continuity and logic. Written to entertain, amuse, or inspire the reader. Often relatively short, human interest stories may be used as filler for empty spots in a paper.

Columns

A person's opinion, based on a current event or philosophical/ethical/moral dilemma. Should incorporate the reality of the situation (i.e., the facts) but is naturally slanted to represent one person's point of view. Used as a forum to vent emotions—a non-violent, but powerful way to react and be heard.

Editorial

Persuasive column that offers the newspaper's view on a particular subject, such as a local event, political race, etc. Written by the editorial staff, the editorial is the voice of the paper.

Reviews

A person's opinion of a cultural/social event or place. Similar in form to a column, but relies more on personal preference than political position. Serves as an introduction to or warning about a performance or place. May use comparison and contrast. Length varies, depending on what's being reviewed.

Light Stories

A light story with little news value; its main purpose is to entertain. A cousin of human interest stories, it often contains humor, gossip, and/or trivia. May be found in any section of the paper. Used primarily as filler and in less news-oriented papers.

Activity 6-2

A major source of information is the newspaper. With its various sections and formats, the paper provides a glimpse of the world at large. Local daily papers in particular give a general overview of national events and more in-depth coverage of local events. They tell us just enough to be informed, without all the intricate details found in national or specialized papers.

 Looking at the first section of the local paper, answer the following questions.

1. How many articles are there?
2. Of these, how many are over six paragraphs? What is the percentage?
3. Of these, how many are "blurbs" (1-2 paragraphs)? What is the percentage?
4. How many articles focus on international events? What is the percentage?
5. What international events are highlighted?
6. Which ones are given the most space? What impact do they have on our daily lives?
7. Which ones are given the least space? Why?
8. How many articles focus on national events? What is the percentage?
9. What national events are highlighted?
10. Which ones are given the most space? What impact do they have on our daily lives?
11. Which ones are given the least space? Why?
12. How many articles focus on local events? What is the percentage?
13. Which ones are given the most space? What impact do they have on our daily lives?
14. Which ones are given the least space? Why?
15. How many pictures are there?
16. How do they enhance the presentation of information?
17. List the other types of stories found in this section.
18. What kind of information is given, and what impact does it have on our daily lives?
19. How are these other stories arranged? What impact does this have on the value of information?
20. How many ads are there?
21. What kinds of things are advertised? Why would these products be in this section rather than another section?
22. Comment on the general format and layout of this section, including access to information, readability, physical appearance, typesetting, and graphics.

The second section of the local paper usually offers more local information. It depicts community members and state events. The news reflects the pulse of the city rather than the world. Its narrower focus gives more attention to immediate concerns.

 Looking at the second section of the local paper, answer the following questions.

1. How many articles are there?
2. What kind of information do they offer? How does this information affect local residents?
3. How many articles are news stories? How many are human interest stories?
4. Of the news and human interest stories, which seem to best represent the town's attitude? Explain.
5. How are these two types of stories arranged in this section? Why do you think it was done this way?
6. What other kind of information is found in this section? Where is it located?
7. How many ads are there? What is being advertised?
8. How many pictures are in this section? How many graphs, charts, or tables?
9. Compare this to the first section of the local paper. Include typesetting, physical appearance/appeal, length of stories, focus of stories, and depth of information.



The remaining sections of the newspaper, whether local or national, usually focus on entertainment and leisure. While still informative, these sections offer lighter fare—articles that are more likely to affect lifestyle and personal taste than political stance.

 Using either a local or national paper, answer the following questions.

1. Name and date of the paper?
2. Type of paper?
3. List eight topics that are covered in the sections and describe each one's importance to everyday life.
4. Of the eight topics listed in Step 3, select four stories and comment on each in terms of style, order of information, vocabulary, tone, and depth of information.
5. How many features does each section have? (A feature would be something like comics, advice columns, or TV highlights.) How does this compare with the first and second sections of the paper? Explain the difference in formats.
6. List eight features found in these sections and describe the features' usefulness to everyday life.
7. How many pictures, charts, graphs, and tables are found in these sections? How does this compare with the other sections?
8. How many ads are in these sections? What products are being advertised? Compare this to the products in the other sections.
9. How many human interest stories are in these sections? What do they focus on? Compare them to the human interest stories in the other sections.
10. How many celebrity stories and/or interviews are in these sections? Why are they included in these sections?
11. Select four celebrity stories and describe them in terms of the person mentioned, career facts, personal facts, language/vocabulary, slant of story, and depth of information.
12. Using specific information from your analysis, write a paragraph comparing all the sections of the newspaper. For each include content, format, style/presentation, language, depth of information, and personal reaction.

Activity 6-3

National newspapers offer a global view of the world. The articles are more in-depth than those in local papers, and the coverage is more varied. Even the physical layout may be more sophisticated—smaller type, more columns, less advertising, more pages, and more diversity.

 Looking at the first section of a national paper, answer the following questions.

1. How many articles are there?
2. How many are straight news stories?
3. What kind of news is presented? What effect would this news have on the average adult? What effect does it have on you?
4. Of these news stories, how many focus on international events?
5. Which events have the most coverage?
6. How are these stories arranged in the paper? What does their placement indicate about their importance?
7. Select three of the international stories and explain how the information is presented.
8. Of the news stories, how many focus on national events?
9. Which national events are mentioned?
10. How are these stories arranged in the paper?
11. Compare their presentation to that of the international stories.
12. Of the news stories, how many focus on local events?
13. Why do you think these stories were chosen? On whom would the impact be the greatest?
14. How many articles are human interest stories?
15. How are the human interest stories different from the news stories?
16. Select one human interest story and explain how it shows the “uniqueness” of people.
17. How many articles are editorials? How many are letters to the editor?
18. How many articles are columns?
19. Select one column and explain how the author has presented a slanted view of the news.
20. How many articles are reviews?
21. What types of things are reviewed?
22. How many pictures are in this section? How many graphs, charts, or tables?
23. What other types of information are found in this section?
24. How many ads are there? What is advertised?
25. Compare the general layout and format of this section to the local paper. Include typesetting, arrangement of stories, length of stories, depth of information, physical appearance/appeal, and clarity of information.

Activity 6-4

Magazines, like newspapers, offer a wide range of information. Some are geared toward special interests like sports, hobbies, and pets, while others use a broader lens to showcase life and the world at large. Closest to the content of newspapers are news magazines, such as *Time*, *Newsweek*, and *The New Republic*.

-  Select two news magazines and answer the following questions for each. Be specific in your responses. You may need to attach a separate sheet. You may work individually or in pairs.

	First Magazine	Second Magazine
Title/Date		
Total Number of Stories		
Number of National Stories		
Number of International Stories		
Number of Human Interest Stories		
Number of Columns		
Number of Reviews		
Number of Light Stories		
Number of Other Types of Stories		
Number of Advertisements		
Average Length of Stories		

1. Select a national topic that is covered in both magazines. Compare the two stories in terms of :
 - title, author, magazine
 - information presented on topic
 - author's view of topic
 - vocabulary, sentence structure, physical layout
 - clarity of information
 - depth of information
 - personal reaction to each article
2. Select a column from each magazine. Compare the two in terms of:
 - title, author, magazine
 - subject of column
 - information presented on subject
 - author's opinion of subject
 - words/phrases that indicate author's position
 - reaction author intends reader to have
 - clarity of information/opinion
 - personal reaction to each column
3. Select six photographs from each magazine. Compare the presentations of each photo in terms of:
 - subject of photo
 - placement of photo in relation to story
 - composition (physical appeal) of photo
 - emotional reaction to photo
 - strength of photo (as explanation for story)
4. Compare the advertising in each magazine in terms of:
 - placement (where ads are located in relation to stories)
 - frequency (how many pages of articles between ads)
 - products
 - size (full page, half page, etc.)
 - intended buyers (who is target audience of ad)
 - effectiveness (which products would you buy and why)



Activity 6-5

Popular magazines, such as *People*, *Ms.*, and *Good Housekeeping*, are similar to the entertainment and sports sections of local newspapers. These magazines offer lighter fare—articles meant to entertain or give practical tidbits. In general, this information can be read quickly (absorbed or not), as the reader deems necessary.

-  Select two popular magazines and answer the following questions for each. Be specific in your responses. You may need to attach a separate sheet of paper. You may work individually or in pairs.

	First Magazine	Second Magazine
Title/Date		
Total Number of Stories		
Number of Entertainment Stories		
Number of Reviews		
Number of Celebrity Stories		
Number of Personal Stories		
Number of Human Interest Stories		
Number of Columns		
Number of Other Types of Stories		
Average Length of Stories		
Photographs		
Number of Advertisements		
Intended Audience		

1. Select a personal story from each magazine. Compare the two in terms of:
 - title, author, magazine
 - problem/situation presented
 - resolution of problem/situation
 - facts presented
 - author's point of view
 - words or phrases that support author's point of view
 - reaction author intends reader to have
 - emotional impact of story
 - vocabulary and sentence structure
2. Select an article from each magazine which gives practical or useful information. Compare the two in terms of:
 - title, author, magazine
 - subject of information
 - order of information
 - clarity of information
 - vocabulary and sentence structure
 - use of diagrams, charts, pictures, and tables
3. Compare the physical layout of each magazine in terms of:
 - size of magazine
 - total number pages
 - table of contents
 - organization of stories, articles, and features
 - placement/frequency of advertising
 - types of columns, blurbs, etc.

Activity 6 - 6

Tabloid magazines, such as *Star*, *National Enquirer*, and *Globe*, are the furthest removed from straight news sources. They use gossip, sensationalism, and fictionalized accounts to entice readers.

 Select one of these magazines and answer the following questions.

1. How many articles are there?
2. What is the general focus on these articles?
3. Select five headlines and tell what you thought the story would be about. Then, summarize the actual story. Explain the difference between your perception and what's printed.
4. How many stories focus on famous people?
5. How do these stories try to bias you?
6. What facts do these stories offer to support their allegations?
7. What parts of the story would their subjects find offensive? Why?
8. How many photographs are there?
9. How are the photos used to enhance the stories?
10. Compare the composition of the photos to those in other magazines and newspapers.
11. How many columns are there?
12. What kinds of information do they include?
13. What do you think is the appeal of this type of magazine? Explain your answer.

Activity 6 - 7

You're working as an intern at the local newspaper. Even though you were recommended by your English teacher, you're nervous about the public reading your writing. After all, the daily news is a far cry from a literary essay.

Your reporter/mentor feels you should start out with something you know. As (s)he's explaining, a blurb flashes across the computer screen:

PANDEMONIUM STRIKES LOCAL HIGH SCHOOL!

Below the headline is today's date and the name and location of the your high school. The reporter yells for you to grab a notebook and follow him/her.

 Write a straight news story. Be sure to include:

- time and date of incident
- name and location of high school
- what you see when you arrive at the scene
- information you hear from emergency and school personnel
- who is involved
- chronological order of events
- explanation of what happened prior to incident
- explanation of how incident happened
- explanation of why incident happened
- interview with emergency and school personnel after incident is under control

Activity 6-8

Your job at the newspaper is going well. Your mentor wants you to write a story about the school board public meeting.

-  Write a news story. Be sure to include:
- time, date, and location of meeting
 - list of participants at the meeting and the positions they represent
 - reason for holding the meeting
 - summary of each side's statements
 - chronology of topics brought up at the meeting
 - summary of the meeting

Decide which side (the school board or the public) has more power. How did they try to sway public opinion?

Activity 6-9

Because you've done such a great job on your other stories, your mentor has given you a prime assignment. You are going to interview an older relative or friend. Usually reporters don't interview friends, but your mentor has decided that your first-hand knowledge of this person will make the story better. The purpose of this interview is to feature the person and make him/her as real to the readership as (s)he is to you. To make the story more well-rounded, you should also do some investigative reporting.

-  Following the steps below, write a feature story.
1. Describe your relationship with the person.
 2. Give the person's background.
 3. Describe any special traits the person possesses.
 4. Describe some events the person has experienced.
 5. Give any other information that will make this person stand out.
 6. Write 30-40 other questions you're going to ask this person.
 7. Talk to this person's friends and relatives.
 8. Find pictures or other mementos of this person.



Activity 6-10

Your mentor's faith in your writing grows daily. (S)he sees you have a real knack for capturing people in print, so (s)he's assigned a human interest story for you to write about a man or woman who's done something extraordinary—a heroic act, a charitable act, or survived a spectacular event. You will need some background data, though the primary focus is on the specialness of the person.

 Write a human interest story. Be sure to include:

- name of person
- brief background of person (e.g., age, marital status, career)
- time, date, and location of event
- summary of event
- explanation of how/why person was involved in the event
- person's reaction to event when it happened and now
- what makes the person's involvement extraordinary
- how event touched other people
- how person reacts to this new "fame"

Activity 6-11

As you near the end of your newspaper internship, your assignments are becoming more challenging and in-depth. Your mentor has asked you to write a compiled news story on a topic of national or local interest.

 Following the steps below, write a compiled story.

1. Select one of the following topics.
 - a review of the President's term so far
 - the political/ethnic problems in any part of the world
 - extreme weather around the country
 - number of recent local murders
 - a major local event
 - a local politician
 - a sensational national murder case
 - a major sporting event
 - gun control
2. Research 8-10 sources (magazine or newspaper) that have published factual pieces about the topic you chose.
3. Combine excerpts from what you've researched into a story of your own.
4. Credit the sources in a mini-bibliography.

Activity 6-12

You've been given a new assignment. This time you are going to write an editorial on an issue of personal interest concerning your high school. While there are many issues at school that push your buttons, you should select one that is particularly close to you. And you may only take one stance—for or against.

 Following the steps below, write a column.

1. Choose one issue at school that means the most to you.
2. Give the historical background on the issue.
3. List everything you know about the issue.
4. Research the issue so you can separate the facts from the rumors.
5. List your reactions to the issue and why you feel that way.
6. List specific incidents to support your opinion.
7. Explain how the issue affects you and others.
8. List everything the administration has tried to remedy the situation.
9. List the reasons why these changes did or did not work.
10. List your suggestions for change.
11. Use the form below to organize your thoughts.

Topic Sentence (including reasons)	
Reason 1	
Support	
Support	
Reason 2	
Support	
Support	
Reason 3	
Support	
Support	
Conclusion	

Because of a rash of illnesses, your mentor has moved you again. Now you're in charge of the entertainment/personal awareness section.

 Put together an entertainment section using the items listed below.

Gossip Column—Include little tidbits about a wide range of people and their penchants and passions. The gossip column is usually based more on rumors than pure fact, but it is not meant to slander the subject.

Advice Column—Includes questions sent in by readers to “experts.” The questions usually focus on personal or emotional problems.

How-To Column—This section explains how to do something—plant a garden, build a deck, refinish a chair. Include step-by-step directions and charts, graphs, or pictures.

Horoscopes—Daily guide to life—usually short and pithy, sometimes philosophical.

Reviews—Give a personal opinion about music, movies, TV, literature, concerts, or other performances. Show the positive and negative points, and give the writer's personal reaction.

Sports—This section includes anything related to sports—stories, interviews, statistics, anecdotes, graphs, or a pictorial essay.

Comics/Games

Obituaries—Death notices which sometimes include mini-stories lauding the accomplishments of the dead.

Personal Ads

Tip-Offs—This includes short items about areas of current interest. May include health, fitness, cooking, hobbies, new social trends, style, or general trivia.

Activity 6-14

You've done samples of many types of newspaper writing, and now it's time to put them all together. Your job is to create a class newspaper. Each group will be responsible for a particular section or type of writing. There will also be an editor (a student who supervises and organizes everything), a layout person (someone who formats all the writing), and a couple of typists.

 The following items indicate what must be included in your paper. Each group will select its own area of interest. There can be no duplication among groups. Once the articles are finished, including editing and spell-checking, you will pass them along to the typists and layout person. The editor, with minimal assistance from the teacher, will put together the final edition.

Section 1: School News

- an interview with prominent people associated with the school
- human interest stories about school people
- news stories about school events
- surveys about the school or education in general

Section 2: School Sports

- interviews with players or coaches
- human interest stories
- statistics and score boxes

Section 3: Editorials/Columns

- current topics
- school-related topics
- personal musings

Section 4: Entertainment

- gossip column
- advice column
- horoscopes
- reviews
- comics
- tip-off columns



Music

Activity 6-15

Stations like MTV and VH-1 have made music videos an accessible media form. Not only do the videos provide entertainment, but they also they reflect cultural attitudes. There is also a negative aspect—videos can promote stereotyping and/or prejudice. Unlike some other types of media, music videos are constantly changing and evolving.

 Using the video compilation shown in class, answer the following questions.

1. How many videos were shown?
2. Approximately how many minutes was each video?
3. What types of music were heard?
4. Select five of the videos and comment on clarity of sound, cohesion (blending of music/video), visual imagery, part of society / culture being addressed, message being sent, and impact the video has on you.
5. List 5-8 examples of stereotyping and/or prejudice. On which groups would these have the most detrimental impact? Why?
6. In general, at what audience were the videos aimed? Give specific details to support.
7. Which two videos had the greatest impact on you? Explain.
8. Which two videos most offended you? Explain.
9. In a brief paragraph, explain why the videos affected you as they did.

Activity 6-16

Aside from offering personal enjoyment, music is a strong force in everyday life. Its uses range from mood-alteration to visualization to motivation, with an entire spectrum in between. Studies have even shown that some people are more successful and productive when they're able to listen to music.

On the other hand, to manipulate an old saying, one person's music is another person's noise. Given that music is probably one of the most individually acquired preferences, it is no surprise that there is not one type of music that is best.

The purpose of the next two assignments is to broaden your musical experience. You will listen to music that you may not hear on a regular basis, then respond and react to it in writing. There are no wrong answers.

Note to Teachers: Below are suggested musical genres. You should choose pieces which reflect personal preference and/or availability.

- jazz, classical, country, opera, calypso, reggae, hip hop, musical theater, world (e.g., African, Irish, Middle Eastern, Bulgarian, Balinese)

Directions: Listen to the following six pieces without prejudging or mocking. Saying you hate a particular type of music is not acceptable at this time. Later, your opinion is your own.

 Read over the questions before you listen. Jot down some notes while each piece is playing, but don't lose track of the music. When you answer the questions, use your emotions and feelings, but don't think too much. Your answers should be spontaneous, not contrived. Explain your answers as clearly as possible, and be specific.

1. List the title, artist, and genre of the piece.
2. Describe what you hear when listening to this music. Include the instruments, the tempo, and the mood.
3. Describe the feeling you get when listening to this music. Include your immediate reaction, what it does to your mood, what it makes you think about, and your reaction at the end of the piece.
4. Describe the pictures you see when listening to this music. Include colors, shapes, scenes, and individual images.
5. Compare this piece to the music you usually listen to. Include personal connection, ease of listening, and personal preference.
6. Is this music something you could listen to again, for a longer period of time? Why or why not?

 Select three pieces of your favorite music, listen to them in class, and answer the following questions for each piece.

Type of Music:

Title of Song:

Artist/Group:

1. Describe your reaction to this music the first time you heard it. Include how you felt about it, what you were doing or where you were, and what it made you think about.
2. Describe your reaction to this music now. Include how you feel about it, what keeps you connected to it, what it makes you think about, and why your feelings have changed/deepened.
3. Describe the picture you see when listening to this music. Include colors, shapes, scenes, and individual images.
4. Describe what this music does for your mood and general spirit. Explain why sometimes you just have to hear this piece.
5. Describe how this music says something about you and why it's so internally important.



Television

Activity 6-17

Advertising has a unique place in the media world. It persuades, informs, seduces, and sells. We are bombarded by it on television and radio, at the movies, and in print; however, we don't always consciously pay attention to its message. Often advertising's influence is subtle, appearing only when we're actually in the process of buying.

 Select 25 of the ads posted around the classroom and answer the following questions. You must answer **all** the questions for **each** ad you select. Please attach this cover sheet to the work you do on your own paper. Make sure your answers are detailed and in complete sentences.

1. Give the name and type of product.
2. At first glance, is it obvious what product is being advertised? If not, what images are immediately observed? If yes, describe the composition of the ad.
3. Is the ad in color or black and white? Is its color, or lack thereof, effective? Why or why not?
4. Describe all the images (visual and written) in the ad and explain the effectiveness of each.
5. What percentage of the ad is images or graphics? What percentage is writing? Which part influences you more? Explain.
6. At what consumer group is this ad aimed? What clues indicate this?
7. Is there any evidence of sexism, racism, or stereotyping?
8. What tactics are the advertisers using? Are they effective? Why or why not?

Activity 6-18

TV commercials are a necessary evil. They interrupt the programs we watch, but without them, the programs wouldn't exist.

 Using the video compilation shown in class, answer the following questions.

1. How many commercials were shown?
2. Approximately how long was each commercial?
3. List as many products (name and type) as you can remember. Why did these particular commercials stick with you?
4. Which were the most clever? Explain.
5. Which were the most boring? Explain.
6. Was there any evidence of sexism, racism, or stereotyping in any of these commercials? Explain.
7. Select five of the commercials and describe each one's composition in terms of predominant image, background images, music, voice, characters, and appeal.
8. What tactics did the advertisers use to sell you their products? Were they effective? Explain.
9. Select three of the commercials that irritated you and explain your reaction.
10. At what consumer groups are the commercials aimed? What clues indicate this?
11. Write or draw your own commercial. Do not merely copy an existing ad.

Activity 6-19

People often get their information about current events from television. This means their opinions are formulated by the newscaster, the program format, and the content.

 After watching the videotape shown in class, answer the following questions with details from both the local and national news shows.

1. Give the names of the broadcasters.
2. Describe each broadcaster in terms of presentation.
3. List the three lead stories.
4. Analyze stories in terms of background given—pertinent details, summary, length, and interest level.
5. List four of the secondary stories.
6. Summarize each of them.
7. How many commercials were there?
8. What types of products were advertised?
9. List stories which were less serious.
10. Analyze the stories in terms of background—pertinent details, length, and change in newscaster's tone/manner.
11. How many video clips were shown?
12. How many graphs, charts, maps, and computer images were shown?
13. Compare the two broadcasts in terms of their effectiveness and interest level. Use specifics from each one.

Activity 6-20

Tabloid TV news shows take factual reporting into another dimension. They convey information not considered essential in standard newscasts.

 After watching the videotape shown in class, answer the following questions.

1. What was the title of the show?
2. What were the names of broadcasters?
3. Describe the opening (music, introduction to stories, graphics, images). Compare it to the openings of both the local and national news programs.
4. List all the stories covered.
5. What were the topics of these stories? How did their content compare with that of standard news shows?
6. Describe the broadcaster's presentation. Include voice, facial expression, changes in tone, vocabulary, and pacing. How did it compare with the local and national broadcasters' presentations?
7. Describe the format of the show. Include placement of stories and commercials, graphics, video clips, and interviews. Was the format successful? Explain.
8. What was the purpose of this type of show? How did its purpose compare with standard news programs?
9. What tactics did this show use to lure viewers? To what audience would these tactics appeal? Explain.



In recent years, talk shows have become a television staple. Viewing audiences can tune into one at virtually any hour of the day or night. Some talk shows have become more like carnivals—the more feverish the pitch and the more outlandish the topic the better.

 Using the tape viewed in class, fill in the chart and answer the following questions.

	First Talk Show	Second Talk Show
Name of Host		
Theme/Topic		
Number of Guests		
Composition of Guests		
Background of Guests		
Format of Program		
Set Description		
Number of Commercials		
Type of Products Advertised		

1. Compare the hosts of each talk show. Include physical appearance, diction (quality of speech), vocabulary, leadership, emotions, personality, and compassion.
2. Compare the presentation of theme/topic in each talk show. Include clarity, cohesiveness, credibility, and organization.
3. Compare the guests of each talk show. Include physical appearance, diction, vocabulary, credibility, emotions, poise, status, and educational level.
4. At what audience are these shows aimed? What clues support this?
5. Compare talk shows to the other types of media you've studied in class. Use specifics from each type.

Activity 6-22

Although meant to be humorous, situation comedies (sitcoms) are rooted in reality. They twist everyday life, highlighting the foibles and inanities of the human condition. The comedy in these shows ranges from slapstick to subtle satire.

 Using the tape viewed in class, fill in the chart and complete the following activities.

	First Sitcom	Second Sitcom
Title		
Stars		
Main Characters		
Premise		
Set-up		
Body		
Conclusion		
Type of Humor		

1. Compare the target of the humor in each sitcom. Include obviousness of target, accuracy of humor, realism, and level and success of humor.
2. Compare the main characters in each sitcom. Include physical appeal, realism, comic appeal, effectiveness, interactions with other characters, and type of humor.
3. Compare the secondary characters in each sitcom. Include physical appeal, comic appeal, role (in relation to the main character), effectiveness, and type of humor.
4. Compare the plot lines of each sitcom. Include organization, pacing, momentum, plausibility, and high and low points.
5. Compare the laugh tracks in each sitcom. Include placement, necessity, and effectiveness.
6. List five sitcoms aimed at teens and five aimed at adults. Compare them in terms of premise, characterization, level and type of humor, organization, and pacing.
7. List at least four of your favorite sitcoms. Explain what you think makes each of them funny.



Activity 6-23

Soap operas are designed to reflect life, even though the results may be more like looking into a funhouse mirror. Distortions and magnifications are the rule, rather than the exception.

 Using the tape shown in class, answer the following questions.

1. Give the title of show, the main characters, the problems or conflicts, and the suggested solutions.
2. Compare the presentation of good characters and bad characters. Include physical appearance, actions, dialogue, and reactions of others.
3. Compare the way women characters are dressed. Include clothing styles, accessories, hair color and style, message clothing sends, social status of characters, and personal awareness of style.
4. Compare the characters to real people. Include physical appearance, actions, feelings, problems, ability to cope with life and stress, and dialogue.
5. Comment on the format of the show. Include opening music, credits, organization, pacing, plot, commercials, and ending.
6. Comment on soaps as a reflection on life. Include setting, lifestyle, interactions of characters, and plausibility.

Activity 6-24

A media marketing research firm in your area is conducting a survey on teenage viewing habits. You are handed a form to fill out. These people are trying to discover what viewers *really* want—what would keep them loyal to one channel.

 Answer the questions on the following pages. Be as exact as you can.

1. Recreate the following chart on your own paper. Chart a perfect day's viewing, using shows already in existence. The shows may be old or new and from any station. Indicate the length of each show. Do not leave any time slots blank.

6:00 a.m.	12:00 p.m.	6:00 p.m.	12:00 a.m.
6:30 a.m.	12:30 p.m.	6:30 p.m.	12:30 a.m.
7:00 a.m.	1:00 p.m.	7:00 p.m.	1:00 a.m.
7:30 a.m.	1:30 p.m.	7:30 p.m.	1:30 a.m.
8:00 a.m.	2:00 p.m.	8:00 p.m.	2:00 a.m.
8:30 a.m.	2:30 p.m.	8:30 p.m.	2:30 a.m.
9:00 a.m.	3:00 p.m.	9:00 p.m.	3:00 a.m.
9:30 a.m.	3:30 p.m.	9:30 p.m.	3:30 a.m.
10:00 a.m.	4:00 p.m.	10:00 p.m.	4:00 a.m.
10:30 a.m.	4:30 p.m.	10:30 p.m.	4:30 a.m.
11:00 a.m.	5:00 p.m.	11:00 p.m.	5:00 a.m.
11:30 a.m.	5:30 p.m.	11:30 p.m.	5:30 a.m.

2. List all the shows you'd like to see taken off the air. Explain what you dislike about each.
3. List all the shows you'd like to see returned to the air. Explain what made each one good.
4. Create ten shows you'd like to see on the air. Include the name, length, plot summary or premise, character descriptions, rationale, and target audience.

Activity 6-25

-  Select one of the following topics and complete each of its steps. Given the nature of this assignment, you will have to do most of the work outside of class.

Use the following information to format your paper.

Title Page:

- Topic (centered, middle of paper)
- Name (lower right corner)
- Date (below name)

Body:

- 2" margins at top and bottom
- 1" margins on the sides
- Double spaced

Bibliography Examples:

Author's last name, First name. "Title of Article." Name of Paper/Magazine, date, issue number.

Singer/song writer's last name, First name. "Title of Song." Title of Album, date released.

Movie director's last name, First name. *Title of Movie*, date released.

Title of Television Show. Date shown.

Topic 1: Realism in the Media

Television, movies, newspapers, and magazines often alter the truth, forcing the audience to question or re-evaluate personal perceptions. The changes may be negative or positive.

1. Read 3-4 articles which show how the media can twist the facts.
2. Take notes; include author, title, source, and pertinent facts.
3. Watch 2-3 TV shows which stereotype certain groups/behaviors.
4. Take notes; include title, characters, plot, what is being stereotyped, and how the media wants the audience to react.
5. Watch 2-3 tabloid news shows which exaggerate or dramatize a situation.
6. Take notes; include title, subject, how subject is presented, and what the media wants the audience to think.
7. Watch two movies which give a "Hollywood view" of life.
8. Take notes; include title, characters, plot, and how film life is different from real life.
9. Listen to 2-3 songs which glorify the negative aspects of life.
10. Take notes, including title, artist, and how what is being said compares to real life.
11. Combine all this information into a 3-5 page typed paper (include a bibliography). The paper should explain how the media changes reality. Address the following questions:
 - How does the information influence people's actions?
 - How accurate is the information?
 - How ethical is the information?



Topic 2: Issues in the Media

The media has a knack for picking up on current issues and covering them until the public can't stand it anymore. Sometimes the coverage is informative, other times it's for a certain effect—sympathy, drama, humor, or sensationalism.

1. Select a current issue in the media (e.g., AIDS, suicide, teen pregnancy, violence).
2. Read 3-4 articles on this issue.
3. Take notes, including title, author, source, facts about the issue, and how the author intends for the audience to react.
4. Watch 2-3 TV shows on this issue.
5. Take notes, including title, characters, plot, how the issue is presented, how the issue is resolved, and intended audience reaction.
6. Watch 2-3 tabloid news shows on this issue.
7. Take notes, including title, how the issue is presented, and intended audience reaction.
8. Watch two movies on this issue.
9. Take notes, including title, characters, plot, how the issue is presented, director's view of the issue, how the issue is handled in real life, and how the issue is resolved.
10. Listen to 2-3 songs on this issue.
11. Take notes, including title, artist, how the issue is presented, and message of the song.
12. Combine all the information into a 3-5 page typed paper (include a bibliography). The paper should trace the presentation of a current issue in various media. Address the following questions:
 - How much factual information is given about the issue?
 - How does the media try to influence personal opinions?
 - How ethical is the presentation of current issues?

Section 7—

Criticism and Review

This unit expands the students' field of critical judgment. It exposes them to new cultural experiences, while prodding them to validate their reactions. Saying something is "stupid" isn't enough; they must explain why it is "stupid."

Suggestions for Using This Section

-  Choose only 2-3 activities, excluding the movie activities.
-  Intersperse critical readings of your choice with the writings. Students need a focal point for their criticism.
-  The questions for the movie activities are arranged by theme. Suggested titles are given, but select movies according to personal preference and regional appropriateness.
-  Activity 7-4 can be done as a class field trip or independently.



Activity 7-1

Your local school board has decided to add a student representative. School board members are looking for someone who has a vested interest in educational decisions, and who can give them an objective view of what goes on in school.

 You decide to run for the position. Following the steps below, write a letter to the selection committee, expressing your interest in the job. Include:

- your name, age, and the number of years you've gone to school in the district
- any relevant experience you've had (e.g., other committees)
- traits you have that make you a viable candidate
- the three major problems you see in school and how they've been addressed
- how you would solve these problems and why
- your suggestions for making the school environment better and why you think they'll work
- your suggestions for making the school more educationally sound and why you think they'll work
- your suggestions for changing the school board's image and why you think it's necessary
- summary of why you should be considered

Activity 7-2

Look at any newspaper or magazine, and you're bound to find movie reviews. Movies have viewer appeal either because of their subject matter or their genre. Popular films often explore themes such as friendship, adolescence, family life and values, relationships, and social commentary. At other times, films make a point from a historical perspective.

Below are essays on six different themes. Suggested movie titles for each theme are listed, but you may select others at your discretion.

Friendship

Individuals form friendships for various reasons, including common interests, moral dilemmas, physical and psychological support, and proximity. Friendships are not static, they fluctuate because of changing circumstances. In movies, directors try to reveal the complexities of friendship.

Suggested titles: *River's Edge*; *Stand by Me*; *Fried Green Tomatoes*; *Bill and Ted's Excellent Adventure*; *Mystic Pizza*

 Using the movie viewed in class, answer the following questions in essay form. Support your answers with specifics from the movie. Minimum length: two pages

1. Describe each character and his/her background.
2. Describe the circumstances that caused the friendship to develop.
3. Describe the conflict between friends.
4. Describe the resolution of the conflict.
5. Describe the dynamics of the friendship after the resolution.
6. Describe the realism of the friendship; compare/contrast this relationship to one in your own life.

Adolescence

Suggested titles: *Pump Up the Volume*; *The Outsiders*; *What's Eating Gilbert Grape*; *A Separate Peace*; *Dead Poets' Society*

Adolescence is often a time of turbulence, confusion, and rebelliousness. Teenagers don't always fit comfortably into society. They often question or challenge what adults demand of them.

 Using the movie viewed in class, select one of the adolescent characters and answer the following questions in essay form. Support your answers with specifics from the movie. Minimum length: two pages

1. Describe the character physically and emotionally.
2. Describe the situation surrounding the character.
3. Describe the character's reaction to the situation.
4. Describe the impact of the actions on the character and others.
5. Describe the resolution and the character's ultimate fate.
6. Describe the character and the situation in terms of realism; compare/contrast to your own life.

Family Life/Values

Suggested titles: *Ordinary People*; *Jack the Bear*; *Mr. Mom*; *Parenthood*

In the past two decades, family dynamics have undergone major changes. The stereotypical roles of mothers and fathers don't always hold true. Movies try to keep pace with shifting patterns by showing a diversity of family structures and expectations.

 Using a movie viewed in class, answer the following questions in essay form. Support your answers with specifics from the movie. Minimum length: two pages

1. Describe each person in the family and the role(s) each plays.
2. Describe the structure of the family.
3. Describe the family problems and conflicts.
4. Describe how each member contributes to the problem.
5. Describe how each member's actions compound the problem.
6. Describe how each member tries to resolve the problem.
7. Describe the final outcome and the impact on each member.
8. Describe the realism of the family structure; compare/contrast to your own family.



Relationships

Suggested titles: *Singles*; *Untamed Heart*; *Benny and Joon*; *Butch Cassidy and The Sundance Kid*; *Terms of Endearment*

Movies often stereotype people and their behaviors, enlarging or ridiculing less than ideal attributes while minimizing positive points. Along similar lines, movies glamorize and/or exaggerate cultural phenomena such as love and relationships. These two areas have become part of the Great Myth: the Right Partner at The Right Time in The Right Situation = The Perfect Romance Forever After. This feel-good representation sells because people want happy endings.

 Using the movie viewed in class, answer the following questions in essay form. Support your answers with specifics from the movie. Minimum length: two pages

1. Describe each character's initial perceptions about love and relationships.
2. Describe each character's changed perceptions/disillusionment because of a relationship.
3. Describe each character's final love situation and how it fits into or dispels the myths.
4. Give your personal view on love and relationships.
5. Tell what stereotype each character portrays.
6. List the negative qualities depicted by these stereotypes.
7. What stereotypes do you carry in your mind? Give the reasons you created them.
8. How realistic are the movie's themes?
9. What was the predictability of certain events?
10. Was there foreshadowing of certain events?
11. What was your reaction to the end of the movie?

Social Commentary

Suggested titles: *Mississippi Burning*; *One Flew Over the Cuckoo's Nest*; *Schindler's List*; *The King of Comedy*; *Quiz Show*

Social commentary's purpose is to make people more aware of the world around them. It focuses on issues that need to be addressed and changed. Movies have an advantage in this area because of their widespread exposure. They can enlighten the viewer without demanding an immediate position or action.

 Using the movie viewed in class, answer the following questions in essay form. Support your answers with specifics from the movie. Minimum length: two pages

1. Describe the setting and its implications for the issue.
2. Describe the issue.
3. Describe the main character's actions and the problems they create.
4. Describe how society reacts to the character's actions.
5. Describe the character's ability to change the situation.
6. Describe the final outcome.
7. Describe the effects of this issue in the real world.

Historical Fiction

Suggested titles: *Ghandi*; *Last of the Mohicans*; *Dances with Wolves*; *JFK*; *Gone with the Wind*

Another function of movies is to make history more accessible. Whether it is a period piece or a culture pocket, directors like to use the past to teach the future. Sometimes, however, the facts are changed for dramatic effect. This may skew viewers' perceptions and give them an incomplete vision of history. Still, historical movies bring into focus what we can't possibly relive.

 Using the movie viewed in class, answer the following questions in essay form. Support your answers with specifics from the movie. Minimum length: two pages

1. Describe the background of the event.
2. Summarize the event.
3. Describe the conflicts and the groups involved in them.
4. Describe the reasons for each group's involvement in the conflict.
5. Compare the similarities/differences among the groups.
6. Give your opinion of each group.
7. Describe the stereotypes among the groups.
8. Describe the lessons being taught.
9. Describe the moral/social implications.
10. Describe your overall reaction to the movie and why you felt that way.

Activity 7-3

On any given night, there are countless events which you can attend. You have neither the money nor the time to attend everything, so you must make your selections carefully.

 Following the steps below, review two recent events.

Concert

1. Give the name of the band, date, and location of concert.
2. Give your reaction to the news that the band was coming.
3. Describe the location.
4. Describe the mood of the crowd before the concert.
5. Describe the stage and the audience.
6. Describe the mood of the crowd during and after the performance.
7. Review the opening act.
8. Review the main act.

Festival/Carnival

1. Give the name, date, and location of event.
2. Give the theme of the event.
3. Describe your initial reaction to the event.
4. Describe the decorations, booths, food, crafts, and vendors.
5. Describe the crowd.

6. Describe the entertainment.
7. Explain what was the best part of the event and why.
8. Explain what was the weakest part of the event and why.
9. Give your overall reaction to the event.

Museum/Art Gallery Exhibit

1. Give the name and location of the museum/gallery.
2. Give the title/theme of exhibit.
3. Tell how you found out about the exhibit.
4. Tell why you went to the exhibit.
5. Give your initial reaction to the exhibit.
6. Give the reactions of other spectators.
7. Describe the museum/gallery.
8. Describe the exhibit.
9. Describe any personal connection you felt with the exhibit.
10. Give the highlights and low points of the exhibit.
11. Give your overall reaction to the exhibit.

Other Events

1. Give the name, date, location, and type of event.
2. Describe the location.
3. Describe the event.
4. Describe the crowd before, during, and after the event.
5. Give the highlights and low points of the event.
6. Give your overall reaction to the event.

Activity 7-4

You recently had lunch at an ethnic restaurant. It was good experience, but you were rather nervous about trying new foods.

 Following the steps below, write a critique of your dining experience.

1. Give the date and time of trip.
2. Give the name and location of the restaurant.
3. Tell what type of food the restaurant serves.
4. Give your immediate sensory reaction (smell, sight, and sound).
5. Describe the decor, menu, and waitstaff.
6. Describe the other customers and their apparent reactions.
7. Name and describe what you ordered.
8. Give your reaction to the food when it arrived and after you'd eaten it.
9. Give the cost of food and review the service.
10. Give your overall reaction and recommendation/condemnation.

Activity 7-5

You and your parents are going on an extended vacation. You want to remember every detail. Perhaps, you'll have a camera and camcorder, but you decide you need something written, too.

 Following the steps below, write a daily travel journal (30 days total). For each day:

- give a dateline and location
- summarize the day's events
- keep a record of each person's mood as the day progresses
- give the highlights and low points of each place
- describe the funniest/most memorable episode at each place
- describe the area, people, attractions, and culture
- compare the location to your hometown (physical layout, culture, language, attractions, cleanliness, attitude, transportation, and natural phenomenon)
- give your overall reaction to each place
- include appropriate pictures and/or mementos

Activity 7-6

One of your co-workers is going off to school, and (s)he needs a letter of recommendation to get into college. The two of you have worked together for three years, and you've been friends since first grade.

 Following the steps below, write a letter of recommendation.

1. Use standard letter heading and format.
2. State your relationship to your friend and the length of time you've known him/her.
3. Tell what traits make your friend a candidate for admission.
4. Give his/her academic qualifications, activities, awards, and accomplishments.
5. Tell what services your friend has performed.
6. Describe his/her work ethic and give an example.
7. Describe his/her personality strengths and give an example.
8. Give your overall recommendation and reasons for it.

Section 8 —

Interdisciplinary Research

This unit on interdisciplinary research is the essence of true learning. It teaches students to combine all the academic strands while stressing individual intelligences and learning styles. Students produce projects with practical applications while being exposed to life experiences.

Suggestions for Using this Section

-  Intersperse these activities throughout the year. Like anything else, too many projects strung together become tiresome. Two or three per grading period work best.
-  Allow at least four uninterrupted class days for each activity. Students may get very involved and lose sight of the final project.
-  Many of the activities require outside materials and time. Provide some of the information, but an integral part of this section is teaching students how to research.
-  Activity 8-7 and 8-8 have several components. These components may be done sequentially or be interspersed throughout the year.
-  Activity 8-12 has three components. Each represents a different type of research paper. Because formats differ from teacher to teacher and subject area to subject area, the focus is on content only. You may need to modify the one(s) you select for use in your classroom.
-  These activities are most effective when done in small groups.

Activity 8-1

You are expected to work on your assignment while on the field trip. Each assignment has many components, so budget your time accordingly. Take notes as you go along.

 On this and the following pages you will find five assignments. Do all the parts, making sure to include enough detail and description.

Assignment 1—Assembling an Outfit for a Female

You've been invited to a classy wedding and need an appropriate outfit. You decide to comparison shop before buying anything. Fill in the chart below, checking each item in three stores. Once you have done this, put together the outfit, including name of the store where each item was purchased, brand name of clothing (if known), detailed description of outfit or picture of it, and the total amount you spent.

Item	Brand	Store	Description	Cost
Semi-formal dress		1.		
		2.		
		3.		
Dressy blouse/skirt		1.		
		2.		
		3.		
Dressy shirt/pants		1.		
		2.		
		3.		
Shoes		1.		
		2.		
		3.		
Pantyhose		1.		
		2.		
		3.		
Accessories		1.		
		2.		
		3.		
Dressy coat/cape/other		1.		
		2.		
		3.		

Describe the final outfit you assembled.



Assignment 2—Assembling an Outfit for a Male

You’ve been invited to a classy wedding and need an appropriate outfit. You decide to comparison shop before buying anything. Fill in the chart below, checking each item in three stores. Once you have done this, put together the outfit, including name of the store where each item was purchased, brand name of clothing (if known), detailed description of item or picture of it, and the total amount you spent.

Item	Brand	Store	Description	Cost
Suit		1.		
		2.		
		3.		
Dress shirt		1.		
		2.		
		3.		
Tie		1.		
		2.		
		3.		
Socks		1.		
		2.		
		3.		
Accessories		1.		
		2.		
		3.		
Shoes		1.		
		2.		
		3.		
Dress coat		1.		
		2.		
		3.		
Describe the final outfit you assembled.				

Assignment 3—Finding an Audio Present

You are looking for an audio present for a friend. You've narrowed the choices to three things: a portable CD player, a cassette deck, or a portable stereo system. To get the best price, you must comparison shop. Fill in the chart below, checking each item in three stores. Once this is done, describe the present you decide on.

Item	Brand	Store	Features/ Capabilities	Cost
CD player		1.		
		2.		
		3.		
Cassette deck		1.		
		2.		
		3.		
Portable stereo system		1.		
		2.		
		3.		
Describe the final audio present.				

Assignment 4—Describing the Mall

You've been asked to do a comprehensive survey of the layout of a mall. Your data will be used to determine mall usage. Fill in the chart below to compile your information.

Total number of mall tenants _____
 Total number of retail stores _____
 Total number of women's stores _____
 Names of stores _____

_____ % total occupancy

Total number of men's stores _____
 Names of stores _____

_____ % total occupancy

Total number of shoe stores _____
 Names of stores _____

_____ % total occupancy

Total number of gift stores _____
 Names of stores _____

_____ % total occupancy

Total number of department stores _____
 Names of stores _____

_____ % total occupancy

Total number of record/video stores _____
 Names of stores _____

_____ % total occupancy



Total number of jewelry stores _____
Names of Stores _____

_____ % Total Occupancy

Total number of sporting goods stores _____
Names of Stores _____

_____ % Total Occupancy

Total number of misc. stores _____
Names of Stores _____

_____ % Total Occupancy

Total number of restaurants _____
Names of Restaurants _____

_____ % Total Occupancy

Draw a floorplan of the mall, including center court areas.

Assignment 5—Describing the Character of the Mall

You've been asked to write a story about the character of the mall. You must sit somewhere, unobtrusively, and observe what's goes on. Find at least three vantage points in the mall and take notes. Fill in the chart below at each spot you select.

Location _____
Time _____
What I saw _____
Reaction _____
What I heard _____
Reaction _____
What I smelled _____
Reaction _____
What I tasted _____
Reaction _____
What I touched _____
Reaction _____
Describe your overall impression of each place _____

Activity 8-2

-  Select one of the following activities. It's recommended you work in groups of 2-4 people. Do each part in the order it is listed. Note: You will have to do some research outside of class, including measuring furnishings (stove, refrigerator, computer desk, etc.) and/or contacting decorating stores.

Designing a Room

You've been given the opportunity to design your dream room. With a few limitations, such as room dimensions and shape, you are free to design the room any way you choose. You must include all the necessary information.

1. Select which room you wish to design (see Room Specifications on pages 96–97).
2. Draw the room on graph paper, using the scale of 1 box = 1 foot.
3. Draw in windows, doors, closets, and other listed fixtures.
4. Draw in any additional features you'd like (e.g., saunas, hot tubs, or skylights).
5. Label the drawing.
6. Answer the following:
 - Which way do the doors swing?
 - How much clearance is necessary for proper door swing?
 - Where are windows placed in relation to floor and ceiling?
 - What kind of windows are used?
 - Is there cross ventilation?
 - What is the height of the ceiling?
 - Is the ceiling straight or angled? Is it the same throughout the room?
 - Are all the walls the same length?
 - Are there "cutouts" or indentations in the walls?
 - What is the traffic pattern for the room?
 - Are there dead spots in the room?
 - What kind of lighting will be used?
 - Where will the outlets be placed?
 - What kind of use will the room get?
 - What can be done to guard against damage to this room?
7. Describe the process you went through to design your room.

Decorating a Room

You've been given the opportunity to decorate your dream room. With a few limitations, such as room dimensions and shape, you are free to decorate the room any way you choose. You must include all the necessary information.

1. Select the room you wish to decorate (see Room Specifications on pages 96–97).
2. Draw the room on graph paper, using the scale of 1 box = 1 foot.
3. Draw in the windows, doors, closets, and other listed fixtures.
4. Draw in any additional features you'd like (e.g., saunas, hot tubs, skylights).
5. Label and color the drawing.



6. Answer the following:
- How much paint will be needed?
 - Which walls will be painted? What color?
 - How much wallpaper will be needed?
 - Which walls will be papered? What color/pattern?
 - How much carpeting will be needed?
 - What kind of carpeting will it be? What color/pattern?
 - How many area rugs will be needed?
 - What fabric will they be?
 - How much material will be needed for drapes?
 - What fabric will they be?
 - What is the window exposure?
 - Will the drapes need linings?
 - What size will the shades be?
 - Will the shades roll up or draw to the side?
 - What accessories will be needed to finish off this room?
 - What kind of lighting will be used?
 - What kind of use will the room get?
 - What can be done to guard against damage?
7. Describe the process you went through to decorate this room.

Room specifications

Master Bedroom—

20' x 18' with adjoining bathroom
3 windows, 4' x 5' each
1 walk-in closet
1 door to hallway
1 king size bed
1 6-drawer dresser
1 night stand

Family Room—

24' x 27'
1 floor-to-ceiling fireplace
4 windows, 5' x 6' each
1 outside entrance with 6' sliding glass doors
1 door to basement
5 steps leading into room
1 love seat
1 couch
2 chairs
1 coffee table
2 end tables
1 television
1 stereo system
1 entertainment center

Bathroom—

5' x 8'
no windows
standard size tub, with sliding glass doors
toilet
1 sink/counter/vanity
1 full-length linen closet
1 door to hallway
1 door to bedroom

Office—

9' x 10'
2 windows, 2' x 3' each
1 closet with sliding doors
1 door to hallway
1 desk
1 computer desk
1 computer system
3 2-drawer filing cabinets
1 recliner chair

Kitchen—

10' x 16' with built-in pantry
1 breakfast bar, 6' x 2' x 3'
6 windows, 2' around each
1 door to hallway
1 outside door
17 cu. ft. side-by-side refrigerator
1 stove
1 dishwasher
1 built-in microwave
10 cupboards

Activity 8-3

You've been asked to describe your school building for a group of visitors. Writing the physical description isn't enough; you must provide other visual facts so they will get an accurate picture.

 In groups of no more than four, complete each of the following steps. The length of your projects will vary.

1. Walk around the outside of school.
 - Pace off the square footage of the perimeter.
 - Figure the area of the building by counting bricks.
 - Count the number of windows and doors.
 - Write a brief description of the building and property.
2. Walk around the inside of the school.
 - Pace off the square footage of each hall.
 - Count the number of rooms in each hall.
 - Figure the area of each hall by counting bricks.
 - Estimate the square footage of each hall.
 - Write a brief description of each hall.
3. Put your information together.
 - Draw a scale model of the exterior, including dimensions.
 - Draw a scale model of the interior, including dimensions.
 - Label each area on the scale models.
 - Write a specific description of each area—what it looks like, what it's used for, approximate number of students there at one time, approximate number of teachers there at one time, and ratio of teachers to students.



Your parents have agreed to let you convert the attic into a studio apartment. You lug all your belongings up the stairs and begin arranging your new home. However, you discover there's not enough storage space. You ponder your options, and decide to install a storage system. You look at them at a local store, only to discover there are more storage configurations than you'd imagined. You pick up some literature, and take it home to see what will work best.

 Following the steps below, design a storage system for your room.

1. Measure the area of the space where the system will be. Include height from floor to ceiling, space under/around windows, existing shelves, closets, and/or other unmovable objects.
2. List everything that will be housed in this system. Group items by size, category, usage, season, and/or immediate need.
3. Look over the pictures in the catalog and decide which pieces will give you the most storage. Using the manufacturer's specifications, list items that will go in each piece. (Be realistic about how much can be jammed into a certain space.)
4. Draw a representation of your room on graph paper. Be sure it's to scale and includes doors, windows, and other fixtures
5. Copy the pictures and their dimensions from the catalog onto a plain piece of paper. Cut these out and place on graph paper drawing of the room. Repeat this step until you design a suitable arrangement. Write down the pros and cons of each possible arrangement.
6. Go to three different stores and compare prices on storage systems. Make a chart, including manufacturer's name, model numbers, dimensions, color choices, regular price, sale price (if applicable), store policy on refunds, returns, delivery charge, and set-up fee (if applicable).
7. Describe the end product or draw a picture of it.

Activity 8-5

The holidays are approaching, and your cash flow is tight so you decide to make a number of presents this year. You look at your list of people to buy for, trying to think what each person would like. You start browsing through craft magazines and stores. Then it hits you—why not make jewelry?

 Following the steps below, design some pieces of jewelry.

1. Go to a craft store and look over the materials and literature about making jewelry.
2. Select three designs which can be adapted, varied, or modified. Copy each design onto plain paper.
3. List each person for whom jewelry will be made. Next to the name, place a copy of the design and the changes you will make. Include colors, length, samples of the jewelry materials, and necessary tools.
4. List each item necessary to make the individual pieces and the item's cost. List the price if purchased separately and the price if it is purchased in bulk.
5. Compare these prices in three different stores.
6. Using a book, video, or other relevant information, write the directions for making each of the three designs.
7. Include any changes you made from the original pattern (e.g., colors, beads, designs, size), how you made the changes, any problems you had, anything you'd do differently the next time, any suggestions you have for others doing this project, and a description of what each piece looked like when it was done.

Activity 8-6

You've been asked to write and produce a parody. You may choose something on TV (e.g., talk show, game show, soap opera, sitcom, drama) or something in school (e.g., a class, lunchroom, or detention). You must write out the script and make a video. You don't necessarily have to act in the video, but you do have to be an integral part of it (filming, directing, or editing). It will be much easier if you work in groups.

 Below are the requirements for the script and the video.

Script

- minimum ten pages, front side only
- must be written clearly to show the subject of your parody
- include list of props, characters, setting, costumes, and other essentials
- must be funny, but not offensive

Video

- must be between 10-15 minutes
- must closely resemble the script
- must not have gratuitous sex, violence, or offensive language



 Choose one of the independent readings and complete the necessary steps.

Independent Reading 1—Magazines and Newspapers

- Select three of the listed categories and read two articles from each.
 - sports
 - music
 - art
 - health/fitness
 - cars/motorcycles
 - hobbies
 - politics
 - computers
 - food/cooking
 - science
 - gardening
 - celebrities
 - fashion
 - social issues
 - relationships
 - home decorating
 - history
 - religion
 - dance
 - theater
- Answer the following for each article:
 - title of magazine/paper, date, issue number
 - title of article
 - author of article
 - summary of article
 - presentation of article—readability, vocabulary, clarity, precision, point of view, and value of information

Independent Reading 2—Fiction

Page minimum: 150

You may read anything in the fiction genre that is approved by your teacher. You will be required to keep a reading log, consisting of your reactions to what you read and an evaluation of the book. Answer each of the following questions three times, once for each third of the book.

- Do you have any unanswered questions about the reading? What information do you want that you're not getting immediately?
- Are you confused by anything you've read so far?
- Do you disagree with anything you've read?
- Does anything trigger your own memories? Are they positive or negative? Explain.
- Does anything trigger connections to the present? Are they positive or negative? Explain.
- Which parts are you enjoying? Why?
- Which parts aren't you enjoying? Why?
- Which passages do you find memorable, descriptive, and/or well-written?

Once you've finished reading the book, write a 2-3 page summary/review. Follow the steps below.

- Give the title, author, date of publication, and number of pages.
- Describe the setting and summarize the plot.
- Describe the characterizations (physical, emotional, and psychological descriptions; relationships; actions that change/influence characters).
- Give the themes depicted and their relevance to the book.
- Give your reaction to the book and why you felt that way.
- Describe the author's technique (language, description, readability, and anything unique).

Independent Reading 3—Self-Help and Current Events

Select one of the options below and follow the specific directions. You must use four primary sources to support your findings. Secondary sources are encouraged but not mandatory. Aside from answering the questions, you must include the following for each source:

- title of article or book
- name of magazine or newspaper (if an article)
- publisher (if a book)
- date of publication
- a copy of the article

1. Self-Help—For some people, self-realization (insights gained through experience) is natural. Other people need external prompts such as counseling, self-help groups, and books. Our culture encourages self-awareness, though often the methods it employs become clichés or control mechanisms.

Select four self-help books or videos and briefly explain the following:

- the focus (what problem is being addressed)
- the suggested method of change (what should happen)
- the result (what really happens)
- how the changes become clichés or control mechanisms

Examples of self-help books: *Smart Women, Foolish Choices*; *Co-Dependent No More*; *Iron John*; *Fire in the Belly*; *Women Who Love Too Much*

2. Current Events—By traditional definition, we live in a democracy, but sometimes the government establishes laws which some people view as detrimental to their freedom to think as individuals.

Select four current events which exemplify this and briefly explain the following:

- what happened
- how the government exerted control
- the overall impact

Examples of current events: child custody, medical decisions, smoking laws, TV in courtrooms, right to privacy for criminals, abortion, health care, and gun control

Independent Reading 4— Interdisciplinary Research

Choose one of the following topics and complete each of its steps.

Stock Market Report

1. Select a stock from any of the listings.
2. Research the company, including its history and subsidiaries.
3. Chart its course for one week.
4. Explain the effect of its growth/decline on other parts of the economy.

Business Report

1. Select a local business.
2. Research the business, including its history and subsidiaries.
3. Interview the owner or other high-ranking official.
4. Chart its course for the previous six-month period.
5. Explain the effect of its growth/decline on other parts of the economy.

Loan Report

1. Select a new car you'd like to buy.
2. Research the rates and terms at several local banks; chart this data.
3. Research the rates and terms across the state; chart this data.
4. Interview a loan officer at a local bank.
5. Explain the process securing a loan.

National Politics and Economics

1. Select a topic that focuses on national politics/economics.
2. Read six different articles on the topic.
3. Compare and contrast the articles.
4. Interview a local politician/economist.
5. Write a position paper using information from all sources.

International Politics/Economics

1. Select an area of the world that's been in the news.
2. Research the country, including its history and what led to the current situation.
3. Read six articles about the current state of the place.
4. Watch a national news program.
5. Compare and contrast the information.
6. Write a position paper using information from all sources.

Social Issues

1. Select a topic that has social and/or moral overtones.
2. Research the history of the issue and summarize the positions of all sides of the issue; include social/moral implications.
3. Write a persuasive paper supporting one side or the other.

Activity 8-8

Problem solving is a skill that takes various forms and involves many types of learning. The following assignments apply practical problem-solving skills.

The format of these assignments is fairly loose, so the work can be done as a one-time assignment, or as a series of assignments.

External Problems

You will often encounter situations where you will have to solve a problem. An effective resolution can be reached by identifying the problem, considering the options, and selecting the solution that's the most appropriate.

 Select one of the following options. Use logic, analysis, personal experience, and common sense to resolve it. Find two ways to rectify the situation. Be sure to list all the steps you used to solve the problem, as well as any materials used or experts consulted.

1. One of your co-workers is jealous of your relationship with the boss and tries to make you look bad at every opportunity. Both of you are up for a promotion, and you're concerned about the implications of this person's derogatory comments.
2. One of your co-workers is stealing money/goods from your employer. Because you work with this person on a regular basis, you're worried you will be guilty by association.
3. One of your friends is doing things that you feel are harmful to him/her. You're afraid the behavior will escalate and (s)he will get in too deep.
4. You're failing a particular class, and you feel the teacher is biased against you. You've spoken to the teacher and the vice principal, but things have gotten worse. You need to pass the course to graduate.
5. You're doing a minor repair on your car when you discover the problem is far more serious than you thought. You're fairly adept under the hood, but you are limited by time and money.
6. You're in the midst of building something when you realize it won't fit together properly. You could start over, but that's not practical.

Suggested methods for writing the problem/solution:

- write a script
- write a journal of trial-and-error procedure
- write a summary of the steps you followed
- draw a diagram or schematic and explain



Internal Problems

Sometimes people face internal problems that require personal reflection. People may address these problems by writing, drawing, or other creative outlets.

 Select one of the following projects.

1. Write a song or poem describing the love you lost and how you coped.
2. Write a 3-4 day diary explaining a decision you made that was wrong. Give a brief background of the situation and the ultimate outcome. Explain how you knew it was wrong.
3. Create a cartoon strip, showing an issue that requires either a decision or recognition.
4. Write a letter to an advice columnist describing a problem you have and the confusion you experience trying to solve it. Include a copy of the reply.
5. Write or video-tape a script where you host a talk show. Your panel of guests have all recognized their personal quest, but need you to give them some guidance.
6. Write a conversation with yourself in which you have to make a decision between two people you've been dating at the same time. Include the following for each person:
 - what initially attracted you to that person
 - what keeps you distant
 - what you really like and admire about that person
 - what drives you crazy or makes you angry about that person
 - what the best part of your relationship is
 - how your life would be different with only that person
 - how your life would be different without that person
 - any other factors that might influence your decision

Activity 8-9

Vacation is four weeks away, and you're itching to get out of town. You could go with your family to visit relatives, but you'd rather strike out on your own and have an adventure. You find a friend who is willing and able to accompany you. After hours of discussion, you decide to go as far as you can in six weeks. You've both agreed the trip itself is more important than the ultimate destination.

 Select one of the options below and plan a vacation for you and your friend. Be sure to do each step in the order listed.

Car

1. Decide on the direction you want to go and the eventual stopping place.
2. Looking at a road map, list all the places you want to visit. Include an approximate timetable (length of stay) for each stop.
3. Draw a route plan or contact AAA and have them design one for you.
4. Using a calendar, write down a tentative schedule of where you want to be at specific times.
5. Contact the tourist bureaus in states or cities of interest. Ask for information on food and lodging, campgrounds, shopping, places of worship, local attractions, historical/natural attractions, and law/regulations.
6. Contact a hotel chain. Ask for information on rates, availability, reservations, meals, and locations.
7. List all the items you will need to bring with you and all the items you will need to buy en route.
8. Write a daily budget, including gas, food, lodging, tolls, entertainment, and miscellaneous. Other than credit cards, list possible ways you could deal with money emergencies.
9. Write a plan for emergency notification (how your family can get in touch with you).
10. Write a set of ground rules that you and your friend can live with.

Plane

1. Decide on the direction you want to go and your eventual stopping place.
2. List all the side trips you want to take and in what order you want to see them.
3. Call at least three airlines. Ask for information on flight schedules, cost, layovers, length of stay stipulations, baggage taxes, and other rules or regulations.
4. Using a calendar, write a tentative schedule of where you want to be at specific times. Compare with information obtained from airlines. Alter your schedule as necessary.
5. Contact the tourist bureaus in states or cities of interest. Ask for information on food and lodging, campgrounds, shopping, places of worship, local attractions, historical/natural attractions, and laws/regulations.
6. Contact a travel agent and have an itinerary drawn up. Be sure it includes all flights and transfers, car rentals, lodging, taxes, and an itemized cost list.
7. List all the items you will need to bring, and describe how you will pack them so you don't exceed the per passenger baggage limit. List all items you will need to buy en route.
8. Write a daily budget, including food, tips, lodging, car rentals or transportation fees, entertainment, and miscellaneous expenses.
9. Write a set of ground rules that you and your friend can live with.

Activity 8-10

You recently purchased a leather coat from a catalog. When it arrived you unpacked it, stared at it for a moment, then hung it up in the closet.

Some months later, it's finally cold enough to wear your prized leather coat. You take it out of the closet and put it on, only to discover that the two front panels were dyed differently—one side is grayish black while the other is dark black.

You rush upstairs to get any information the company might have sent you. You find a warranty, but it's only good for 30 days. Angry that the coat isn't wearable, you compose a letter to the company.

 Following the steps below, complete the complaint process. Be sure your language is appropriate and your demands are reasonable.

1. Write a letter of complaint to the manager of the company. Include the problem with the coat, when it was purchased, and the actions you'd like the company to take.
2. Write a letter of response from the manager of the company. Include the reasons they cannot accommodate you, their suggestions, and an explanation of why the coat looked like it did.
3. Write a telephone conversation between the company president and you. Include the reasons you feel you are right, the next step you'll take (e.g., filing a complaint with the Better Business Bureau, reporting them to the State Attorney General), and what measures you'll accept from the company. Be sure to include the president's part of the conversation.

Activity 8-11

You've been promoted at work. Not only will you be making more money, but you'll also have more responsibility.

You've discovered a problem with one of your co-workers. His behavior has been inappropriate, to say the least, and you must address his actions. Looking through his file, you realize this is not his first offense. Judging by the number of complaints you've received recently, you know something must be done.

 Following the steps below, write a memo to your co-worker. Use the standard memo heading. Don't exceed one page. Conciseness is as important as content.

1. Summarize the problem, including specific instances and dates (only facts, not rumors).
2. Summarize complaints by others (don't name names, just cite their concerns).
3. Give a summary of past actions taken by company.
4. Give the actions you recommend this person take.
5. List the consequences if your recommendations are not followed.

Activity 8-12

Research papers and projects are core elements of most English courses. Included are some traditional research paper forms compiled from a battery of teachers who teach a variety of grade/ability levels.

Research Paper 1

1. Select one of the following authors. Authors with an asterisk next to their names are more current and may have less biographical data.

Writers

Tom Robbins*
Jack Kerouac
John Barth*
Richard Brautigan
John Hawkes*
Ken Kesey
Joseph Heller*
William S. Burroughs
F. Scott Fitzgerald
Eugene O'Neill
John Dos Passos
Bernard Malamud
Robert Coover*
Tennessee Williams
Anthony Burgess
Ernest Hemingway
D.H. Lawrence
John Steinbeck
Flannery O'Connor
Philip Roth*

John Irving*

Margaret Atwood*
Maya Angelou
John Updike*
Raymond Carver*
Erica Jong*
Willa Cather
Tom Wolfe
Anne Tyler*
Henry Miller
Arthur Miller
Kurt Vonnegut, Jr.
J.D. Salinger
Joyce Carol Oates*
Studs Terkel
Edward Albee
James Dickey
Marge Piercy*
Toni Morrison*
John Cheever
Anaïs Nin

Poets

Diane Wakoski*
Allen Ginsberg
Sylvia Plath
Marianne Moore
T.S. Eliot
e.e. cummings
Carl Sandburg
Lawrence Ferlinghetti
Adrienne Rich*
Robert Frost
Nikki Giovanni
Langston Hughes
Ezra Pound

2. Read a work by the author. Use one novel, eight short stories, or 15 poems.
3. Read four biographical sources and four critical sources. (Magazine articles and reference listings count individually.)
4. Write a 5-10 page paper (typed, double-spaced, single-sided), excluding the bibliography. The research paper will be written with a partner. One person will cover the biographical aspects and the other person will concentrate on criticism. Each person will use a minimum of four outside references. This does not include the author's work, which must be read by both partners. Plagiarism will result in a failing grade.

Your paper will consist of the following parts:

Part 1—Biography

- background, including childhood, education, pertinent experiences, family, and relevant physical ailments/deformities
- contemporaries, including writers, artists, and musicians, producing work during the author's time
- influences, including by whom and on whom
- historical current events—what was happening in society during the author's time
- predominant genre, including type of writing and number of works published

Part 2—Style/Critical Review

- predominant themes and their treatment in various works
 - technique, including language, characterization, plot development, and uniqueness of style
 - two outside criticisms/reviews of work read
 - personal analysis of the work, including agreement/disagreement with the critics and why (both partners should do this).
5. Produce a 10-15 minute video. Each partner will take turns “playing” the author in an interview. For example, you and your partner researched Jack Kerouac. One did the biography and one the critical review. Adopting the role of reporter, Person A will question Person B (as the author) about “his” personal history. Then Person B will interview Person A (as the author) about “his” style and critical reaction to his work.

Research Paper 2

Select one of the following topics and complete all the steps.

1. Research your family tree, going back as many generations as possible. Question elderly relatives or their friends. Visit relatives’ neighborhoods and/or places of business if time and money permit. Document your sources.
2. Research one particular relative and his/her impact on the family and community in general. Question this person’s spouse, children, friends, and associates. Read any material written about this person. Document your sources.
3. Research a particular career. Note the training/schooling involved, the possibilities for advancement, the salary range, and the percentage of the work force employed in this field. Document your sources.
4. Research the events—both national and local—that occurred the day before you were born. Document your sources.
5. Research a current event of major importance. Read at least five different articles and view at least five different newscasts. Compare and contrast the quality of the information. Explain the impact of this event on you personally, as well as society as a whole. Document your sources.

Research Paper 3

1. Select one of the artists, architects, sculptors, photographers, or composers listed on pages 110–111.
2. Follow the outline for that category of artist.
3. Use at least five different sources.
4. Write a 2,000+ word paper (typed, double-spaced, single-sided).
5. Include media samples where appropriate.

Outline for Artists, Architects, Sculptors, and Photographers

1. Provide a brief biographical narrative about the artist. Be sure to include the historical time period, how his/her environment may have influenced his/her work, where (s)he studied/trained, and people who influenced his/her career.
2. Most artists can be categorized as part of a particular period or school (e.g., the Romantic Period or the Hudson River School). What period and/or school did the artist belong to, and how could it be characterized or described? Was the artist considered a leader or follower within the school/period?
3. Is there any particular theme, subject, or purpose evident in the artist's work? What was (s)he trying to say? To do? In some instances, the work may have been a reflection of a particular historical period or way of life.
4. Does the artist use a variety of media? What materials does (s)he use in his/her work? In some instances, artists may be painters and sculptors. Painters, architects, photographers, and sculptors all use a variety of materials to create their art.
5. How would you characterize his/her style? What makes this artist different and unique? Is the style strictly typical of the school or period, or is it genuinely different and unique? In some instances, of course, the artist's style may change.
6. Present arguments to support and reinforce your thesis about the artist. In addition to supporting the thesis, you must analyze and interpret at least one major work of art in detail. The work(s) you select should be representative of the artist's style or major area(s) of contribution. The analysis should be based on the information derived from your research, but should be developed and expressed in your own words. The analysis must demonstrate your understanding/critical evaluation of the artist's purpose and use of the art form.

Outline for Composers

1. Provide a brief biographical narrative about the composer which includes the historical time period, how history and the environment may have influenced the composer and his/her work, where the composer studied or trained, and people who influenced his/her music career.
2. Most composers can be categorized as part of a particular period or school of music. What was the period and/or school of music to which the composer belonged, and what are the characteristics of the period/school? Was the composer considered a leader or follower within the musical period/school?
3. Is there any particular theme, subject, or purpose evident in the composer's work? What was the composer trying to say or do in his/her compositions? Does the work reflect a particular historical period, historical theme, or way of life?

4. Does the composer use a variety of musical media in his/her work? Does the composer specialize in a particular type of music (e.g., symphony, concerto, chamber music, secular, sacred, opera)? Or does the composer explore a variety of musical vehicles?
5. How would you characterize the composer's style? Is it consistent with the musical period or school? Was the composer's style different or unique from other composers of that time? Does the composer follow a particular style all during his/her career, or does the style change and evolve?
6. Present arguments to support and reinforce your thesis about the composer. In addition to supporting the thesis, you must analyze and interpret at least one major musical work in detail. The work(s) that you select should be representative of the composer's style or major area(s) of contribution. The analysis should be based on the information derived from your research, but should be developed and expressed in your own words. The analysis must demonstrate your understanding and critical evaluation of the composer's purpose and use of the musical form.

Artists

Sandro Botticelli
 Henri Rousseau
 Hieronymus Bosch
 Jackson Pollack
 Michelangelo
 Franz Kline
 Caravaggio
 Modigliani
 Raphael
 Mark Rothko
 Titian
 Barnett Newman
 Diego Velezquez
 Robert Rauschenberg
 El Greco
 John Chamberlin
 Jan Vermeer
 Andy Warhol
 Rembrandt van Rijn
 Bridget Riley
 Peter Paul Rubens
 Josef Albars
 Francisco Goya
 Frank Stella
 Jacques Louis David
 Helen Frankenthaler

Eugene Delacroix
 Richard Estes
 Henri de Toulouse-Lautrec
 Philip Pearlsein
 Paul Cezanne
 Salvador Dali
 Vincent van Gogh
 Berthe Morisot
 Paul Gauguin
 Frida Kahlo
 Mary Cassatt
 Romare Bearden
 Georges Seurat
 Jacob Laurence
 Claude Monet
 Palmer Hayden
 Auguste Renoir
 Arthur Dove
 Edgar Degas
 Frederick Remington
 Edouard Manet
 Rene Magritte
 John Copley
 Willem de Kooning
 Gilbert Stuart
 Roy Lichtenstein

Charles Peale
 John Marin
 Thomas Cole
 Robert Delaunay
 Albert Ryder
 Jean Dubuffet
 John Singer Sargent
 Edvard Munch
 Thomas Eakins
 Winslow Homer
 Robert Henri
 John Sloan
 Georgia O'Keefe
 Piet Mondrian
 Andrew Wyeth
 Joan Miro
 Edward Hopper
 Stuart Davis
 Thomas Hart Benton
 Marc Chagall
 Diego Rivera
 Larry Rivers
 Pablo Picasso
 Paul Klee
 Henri Matisse
 Wassily Kandinsky

Architects

Michelangelo
Philip Johnson
Andrea Palladio
Ludwig Mies van der Rohe
Christopher Wren
Le Corbusier
Charles Bullfinch
Eero Saarinen

Pierre Fontaine
Pier Luigi Nervi
Pierre Vignon
Robert Venturi
James Wyatt
Louis Sullivan
Henry Richardson
Frank Lloyd Wright

Ralph Cram
Louis Kahn
Joseph Paxton
Renzo Piano
John Nash
Joern Utzon
Henri Labrouse
I. M. Pei

Sculptors

Michelangelo
Caravaggio
Gianlorenzo Bernini
Antonio Canova
Francois Rude
Auguste Rodin

Jacques Lipchitz
Henry Moore
Frederick Remington
Christo
David Smith
Duane Hanson

Anthony Caro
Alexander Calder
Auguste Savage
Meta Warwick-Fuller

Composers

Bach
Beethoven
Mozart
Handel
Haydn
Schubert
Schumann
Liszt
Bernstein
Glass
Rimsky-Korsakov
Vivaldi
Palestrina
Chopin
Tchaikovsky

Copland
Scarlatti
Gluck
Brahms
Mendelssohn
Franck
Berlioz
Bruckner
Rossini
Verdi
Weber
Wagner
Debussy
Mussorgsky
Faure

Bartok
Williams
Stravinsky
Hindemith
Sibelius
Schoenberg
Strauss
Ravel
Hahler
Hanson
Grieg
Joplin
Sousa

Photographers

Ansel Adams
Diane Arbus
Julia Margaret Cameron
Dorothea Lange
Edward Steichen
Margaret Bourke White
Matthew Brady

Alfred Stieglitz
Henri Cartier-Bresson
Berenice Abbott
David Seymour
Louis W. Hine
Eugene Smith
Edward Weston

Alfred Eisenstaedt
Nadar
Enrich Salomon
Paul Strand
Walker Evans
Eugen Atget
Imogen Cunningham

Throughout history, people have expressed dissatisfaction with their lives and the condition of society. They have found various ways to make public their feelings and attempt to change the world. Some have had great success, resulting in a more equitable social climate. Other attempts have been disastrous, ending in death, violence, and worse conditions than before.

 Follow the steps below to trace the history of change in the late 20th century.

You have been shuttled back to the 1960s—era of peace, love, and protests. The idea of being a free spirit who wants to liberate the world from its archaic ideals appeals to you.

Describe the process you go through to awaken people to a different way of thinking. Be sure your ideas truly reflect the tenor of the times. You will have to do some research to maintain accuracy. Include:

- attire worn and what it represents
- attitude of you and your contemporaries and how it compares to and/or threatens that of the “establishment”
- methodology (manner by which you alert people to the need for change)
- rationale (why you believe change is necessary and why you choose the methods you do)
- level of success (in your immediate group and in the larger world)
- slogans, anthems, songs, and icons which reflect the times
- problems with being the “radical minority”
- examples from around the country/world

You awaken on another morning, and you’re back in the 1990s. You still believe change is essential, but you also realize how the climate has changed in 30 years.

Describe the process you would use to make change happen now. Again, research is involved. Include:

- political/physical actions of radical, middle-of-the-road, and liberal groups
- attitudes of each group and society as a whole
- lengths each group will go to if the first set of actions don’t work
- implications for society and for the smaller groups which have a stake in the change
- rationale for actions
- level of success for each set of actions
- society’s reactions to the need for change and the methods used to get there
- slogans, anthems, songs, and icons which reflect the times
- comparison of the routes of change from the 1960s to now and why each seemed appropriate to the times
- explanation of why change was necessary

Activity 8-14

You've been working at the same job for the past two years. You've gotten good performance reviews and recognition from your supervisors, but no raise. You know newer employees who are making more than you, and you feel it's time to change the situation.

 You mull over ways to present this matter to your boss. Following the steps below, plan your approach to asking your boss for a raise.

1. List your responsibilities and job-related accomplishments.
2. Give a summary of your performance reviews.
3. List the reasons you feel you deserve a raise—include charts, newspaper clippings, awards where appropriate.
5. Write several scenarios of how you will approach your boss.
6. Write several scenarios of how not to approach your boss.
7. Research articles from business magazines on communication techniques.
8. Videotape as you act out your scenarios.
9. Write an outline of your final presentation.

Activity 8-15

Your family has recently moved. Because your mother is working, she needs to find appropriate daycare for your youngest sibling. You have offered to help your mother by researching placement options.

 Following the steps below, obtain child care for your sibling.

1. List the qualifications you expect from a sitter.
2. List potential candidates gathered from personal references, agencies, and newspaper ads.
3. List the questions to ask each candidate.
4. List the duties you expect a sitter to complete.
5. Write dialogues between you and the final three candidates. Note especially answers and actions.
6. Prepare for a discussion of salary and daily expenses.
7. Make a chart comparing the three candidates including good and bad points and your personal feelings about each.
8. Tell which sitter you selected and explain why you chose that person.



Activity 8-16

You and your friends are out one night. You're sitting in the park, when you're greeted by a police officer. The officer says this is part of a routine check and asks for identification.

One of your friends gives the officer a hard time. The rest of you try to calm your friend down, but things escalate into chaos; and you find yourself in the back of the patrol car—under arrest.

You call your parents from the station, trying desperately to recall the night's events which have begun to blur. On the ride home, the silence is thick. You've got to get a perspective on this. How could you have been arrested for something you didn't do?

 Follow the steps below.

1. Write a chronological sequence of events. Try to include all the pertinent facts without emotional reaction.
2. Call one of your friends to verify your memories—record or write the exact conversation.
3. Re-enact the scene with the police—include every piece of dialogue, gesture and/or movement on the part of each person.
4. Research the charges against you; compare its basis to what really happened.
5. List the reasons you feel you were falsely arrested.
6. Contact a lawyer to explain your case; write the conversation between the two of you.

Activity 8-17

You and two friends have decided to get an apartment together. You plan to get together one afternoon to discuss some plans. But first you decide to do some research on your own.

 Following the steps below, plan your apartment hunt and a monthly budget.

1. Write a list of everything you **must** have in the apartment. Compare this to what the others want.
2. Drive around the city, looking at various areas. Your decision should be based on proximity to work/school, safety, accessibility, and cost.
3. Look through the ads in the paper. List 10-15 places which meet all of your criteria.
4. Visit 2-3 of these places each day. Interview each manager or superintendent, asking questions about monthly rent and increases, utilities, security systems, laundry, parking, and pets.
5. Chart your information, including your reaction to each place and each manager/superintendent.
6. If possible, interview tenants from each place, asking questions about management, maintenance, problems, security, and overall impressions.
7. Revisit the final choices, paying special attention to maintenance, attitude, and decor.
8. Write a conversation between you and your roommates, discussing which place to live and why. Include all personal reactions and doubts.
9. Write a set of house rules.
10. List all the items to be paid monthly, excluding personal expenses.
11. Compare monthly earnings of each roommate.
12. Write a schedule of payment due dates.

Activity 8-18

Your boyfriend has just proposed and you're absolutely ecstatic. When you finally calm down, you realize you have a lot of planning to do.

 Following the steps below, plan a wedding.

1. Describe the wedding of your dreams.
2. Write a conversation between you and your parents when you tell them the news.
3. Write a conversation between you and your fiancé's parents when you tell them the news.
4. Read articles in bridal magazines on organization and hiring professionals. Be sure to take notes.
5. Write a time line of things that must be done.
6. Write a conversation between you and your fiancé, discussing details of the wedding: size, style, and location preferences. Support your opinions.
7. Write a guest list.
8. Visit 5-8 places that host weddings.
9. Interview the managers of each place. Ask questions about menu, bar, capacity, music, availability, staff, and any special needs/requests you have. Chart the information, including your impressions of each place.
10. Visit 3-5 florists. Interview designers at each place, asking questions about price, colors, and types of flowers. Ask to see pictures of other weddings they've done. Chart the information, including your impressions of their work.
11. Look through bridal magazines for dress and tux styles.
12. Visit bridal shops with your female attendants to try on various dresses. Discuss their preferences and chart the information, including your reactions to each style and what looked best on each of your attendants.
13. Visit 3-5 bakeries, asking for a sample of wedding cake from each. Interview the bakers at each place, asking questions about price, size, flavor, top decorations, and special dietary needs. Chart the information, including your impressions of the store, baker, and taste of the cake.
14. Audition 3-5 bands or DJs, asking questions about price, music selection, references, and master of ceremonies. Chart the information, including your reactions.
15. Calculate the total amount you can spend on the wedding, then break it down into the various components. (You may have to try different combinations or compromise certain areas in order to stay within the budget.)
16. Write the conversation between you, your fiancé, and your parents as you make the final decisions about the wedding. Include reasons for your choices and how you settle the disagreements.

Section 9—

Final Portfolio

The final portfolio synthesizes all the skills and approaches emphasized throughout the course. It is a six-week unit designed to replace traditional final exams. Both projects allow maximum student involvement with minimum focus on form and structure. The students are given the guidelines; what they do inside these parameters is strictly up to them.

Suggestions for Using this Section

-  Decide whether the class will do Final Portfolio One or Final Portfolio Two. Because of the deadlines and numerous individual components, it is easier to keep everyone on schedule when they are doing the same final project.
-  Final Portfolio One is well-suited to group work. Final Portfolio Two should be done individually.
-  Allow six weeks of uninterrupted class time, at the end of the course, for this section. To keep students from wasting time, it is best to grade them on class participation. Sample criteria are included.
-  Suggested grading weights are given. You may wish to modify them.
-  Keep folders for each student/group. This is an easy way for you and your students to keep track of the work.

Final Portfolio One

Teacher Directions	117
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Student Packet	119
Assignment List	120
Portfolio Outline	124
Contract	124
Portfolio Proposal	125
Progress Log	126
Portfolio Evaluation	127

Week One

1. Portfolio One is well suited to group work but can also be done individually. If you choose to use groups, assign students to groups of no more than three students, or let them pick their own groups.
2. Complete the Portfolio Grading/Due Date Chart and include the completed chart with the student packet. Below is an example of grade weights.

Portfolio Outline	one grade
Proposal	two grades
Progress Log One	one grade
Interview Questions	one grade
Individual Assignment One	one grade
Interview	two grades
Progress Log Two	one grade
Individual Assignment Two	one grade
Research	one grade
Evaluation	one grade
Final Portfolio	five grades

3. Distribute the student packet for Portfolio One and let the students read through it.
4. Have students choose which assignment they will complete for their portfolio. Once they have made their choice, they may not change the project without a student-teacher conference.

Week Two

1. Have each student fill out a Portfolio Outline. Teacher approval/disapproval should be given at this time. Have each student complete and sign a contract. After grading, put both of these papers in a folder with the student's name on it and keep the folders in the classroom for easy reference.
2. Have each group complete a Portfolio Proposal. Each student in the group must do an introduction. Have the students compile the three introductions with the portfolio summary. After grading, file in their folders.

Week Three

1. Have students complete a Progress Log. Grade logs and file in their folders.
2. Collect each group's interview questions (20-30 questions). You may want students to turn in a copy since they will need the original to complete their interview. Students should, at this point, have collected a large portion of their research materials and started work on the individual assignments.

Week Four

Collect typed or taped interview and Progress Log Two from students. Students should be continuing to collect research materials and work on the project assignments.

Week Five

Check that students' research is complete and give them a grade. Collect Individual Assignments One and Two.

Week Six

Have students complete the evaluation and turn in their portfolio.

Portfolio One Grading/Due Date Chart

Assignment	Due Date	Number of Grades
Portfolio Outline	_____	_____
Proposal	_____	_____
Progress Log One	_____	_____
Interview Questions	_____	_____
Individual Assignment One	_____	_____
Interview	_____	_____
Progress Log Two	_____	_____
Individual Assignment Two	_____	_____
Research	_____	_____
Evaluation	_____	_____
Final Portfolio	_____	_____

Grading Criteria for Class Participation

Class participation grades will be based on the following:

- adherence to schedule and preparation for class
- amount of work done during class period
- cooperation with other students; respect for atmosphere conducive to learning

Breakdown of Grades

0-50: Failed to meet all three criteria

50-65: Failed to meet two of the criteria

65-85: Failed to meet one of the criteria

85-100: Met all the criteria

Total Number of Class Participation Grades: 15

All of you have different interests and talents, and that was kept in mind when this portfolio assignment was designed. The intent was to give you some creative freedom while working within certain parameters—deadlines, space limitations, availability of materials, and personal commitment.

Groups

You may do this portfolio by yourself or in a group. Groups should have no more than three people. Do not expect someone else to do your work. Everyone will earn a class participation grade, based on individual effort. The group, however, will receive one grade for each component of the portfolio.

Due Dates

The portfolio is divided into a series of steps with strict due dates. See the Portfolio Grading/Due Date Chart for the date when each step must be completed. The timeliness of this portfolio is your responsibility. You will have to do some of the project outside of class. There is a good deal of work in a relatively short time, so budget your time wisely.

Grades

See the Portfolio Grading/Due Date Chart for grade distribution.

Class participation will also be a key part of your grade. Participation will be recorded three times a week. (See Grading Criteria for Class Participation.)

You will be asked to sign a contract to reinforce your commitment to the work.

All your papers will be kept in a folder in the classroom.

Portfolio One Assignment List

There are seven project categories (artistic, building/construction, design, music, repair, video, and writing). **Choose one of the 21 assignments from these categories.** Choose carefully since, once you begin, you may not change assignments. You must complete all the assignment steps, in order, before turning in your portfolio. You may only alter your proposal if you get teacher approval. Every assignment has the following steps in addition to the requirements listed: 20-30 interview questions; interview (typed or taped); and two progress logs.

Artistic Projects

Assignment 1—Photo Essay

1. Interview a photographer or someone in the field of photography.
2. Select a theme for your photo essay (e.g., children, spring, food). Type a theme statement and the rationale for your decision (individual assignment #1).
3. Shoot photographs until you have 20-30 photos that you like.
4. Label the photos with captions and give your rationale for including each one in your photo essay.
5. Organize the photos into an album or notebook.
6. Index the photos according to subject and type the index.
7. Type a 2-3 page summary of your photo essay (individual assignment #2).

Assignment 2—Portfolio, Any Medium

1. Interview a local artist.
2. Select a theme and medium for your work. You must complete 5-10 pieces. Type a theme statement and outline for each piece (individual assignment #1).
3. Describe the various mediums you will use.
4. Type a rationale for your chosen theme and medium (individual assignment #2).
5. Outline your project.
6. Take photos or video footage of your works-in-progress.
7. Include the final pieces of art.

Building/Construction Projects

Assignment 3—House of the Future

1. Interview a building contractor.
2. Draw plans/blueprints for your house of the future (individual assignment #1).
3. Type an outline of the building process.
4. Build a furnished and landscaped scale model of your house of the future.
5. Take photos of the model during construction stages.
6. Type a list of materials and a cost estimate (individual assignment #2).

Assignment 4—Car of the Future

1. Interview a mechanic, designer, or engineer.
2. Draw blueprints or a CAD drawing of your car of the future (individual assignment #1).
3. List the car's specifications and give your rationale for its design (individual assignment #2).
4. Outline the steps for building a prototype of your car.
5. Build a prototype of your car of the future. Take photos of the construction stages.

Design Projects

Assignment 5—T-Shirt

1. Interview a fabric artist or silk screener.
2. Design a logo, graphic, or other picture.
3. Outline the design/manufacturing process. Take photographs of the different stages.
4. Develop a marketing plan and sales strategy (individual assignment #1).
5. Devise a cost estimate (individual assignment #2).
6. Create your custom-designed t-shirt.

Assignment 6—Line of Clothing

1. Interview a clothing designer, fabric artist, or retailer.
2. Sketch your designs and obtain fabric swatches (two outfits per season).
3. Type a rationale for the designs in your clothing line (individual assignment #1).
4. List the materials you need, their cost estimate, and your marketing plan (individual assignment #2).
5. Turn in your final drawings or actual clothing. Take photos of your work-in-progress.

Assignment 7—Computer Program or Game

1. Interview a computer programmer or troubleshooter.
2. Type a statement of intent for your computer application (individual assignment #1).
3. Type a glossary of terms and graphics (individual assignment #2).
4. Type the program schematic or instructions.
5. Type the procedure used for testing and troubleshooting.
6. Turn in your program or game on disk.

Music Projects

Assignment 8—Studio Audio Tape

1. Interview a musician or recording engineer.
2. Write the lyrics and music for 8-10 songs (individual assignment #1).
3. Type a theme statement for each song (individual assignment #2).
4. Make an audio tape of your songs.
5. Organize and edit your songs.
6. Turn in your audio tape.

Assignment 9—Concert Performance (Video Tape)

1. Interview a musician or sound engineer.
2. Write the lyrics and music for 4-5 songs (individual assignment #1).
3. Type a theme statement for each song (individual assignment #2).
4. Videotape the concert rehearsals.
5. Videotape the final concert. Turn in both videotapes.

Assignment 10—Music Video

1. Interview a musician engineer, or videographer.
2. Select a theme or purpose. Type a statement of intent (individual assignment #1).
3. Select the music for your video and type an outline of your video (individual assignment #2).
4. Videotape and edit a music video (10-15 minutes).

Repair Projects

Assignment 11—Rebuilding/Renovating Vehicle

1. Interview a mechanic or auto body specialist.
2. Type a detailed list of repairs/renovations needed on the vehicle, a cost estimate, a tentative schedule of repairs, and a glossary (individual assignment #1).
3. Take 20-30 photos with captions or make a 20-minute video of the repair process (individual assignment #2).

Assignment 12—How-To Manual (Repair, Make, Do, or Maintain)

1. Interview the appropriate specialist.
2. Select a general category of projects and outline the steps of each specific project (individual assignment #1).
3. Illustrate the steps—diagrams, schematics, photos, and/or drawings. Develop a glossary of terms (individual assignment #2).
4. Type a 20-30 page How-To Manual or complete a 20-minute How-To Video.

Video Projects

Assignment 13—Fictional Story (Comedy, Drama, Soap Opera, Cartoon)

1. Interview a script writer or videographer.
2. Type a statement of intent (individual assignment #1).
3. Watch three different programs of the same genre. Review each program (individual assignment #2).
4. Write a rough draft of a script for a video (15-20 minutes).
5. Videotape your story. Turn in the videotape and final script.

Assignment 14—Documentary

1. Interview a person relevant to the topic of your documentary.
2. Type a statement of intent (individual assignment #1).
3. Complete background research on topic (individual assignment #2).
4. Type the documentary script.
5. Videotape a documentary (15-20 minutes).

Assignment 15—Game Show or Talk Show

1. Interview a local TV personality or director.
2. Watch 2-3 shows of the same genre.
3. Create your own talk show. Write the questions/answers for your show and draw the set design (individual assignment #1).
4. Type a statement of the theme for your show and make a guest list (individual assignment #2).
5. Type the script for your show.
6. Rehearse.
7. Produce a videotape (15-20 minutes) of your show.

Writing Assignments

Assignment 16—Poetry Book

1. Interview a local poet or poetry teacher.
2. Read 10-15 poems.
3. Write a minimum of 20 poems using various poetic forms.
4. Type a description of the poetic forms (individual assignment #1).
5. Organize the poems into a book.
6. Illustrate each poem (individual assignment #2).

Assignment 17—Short Story Collection

1. Interview a local writer.
2. Read 3-5 short stories.
3. Write rough drafts of stories (three 6-page stories or five 2- or 5-page stories, typed).
4. Illustrate each story (individual assignment #1).
5. Type a short summary of each story (individual assignment #2).
6. Write a final copy of individual each story.

Assignment 18—Autobiography

1. Interview relatives.
2. Collect ten or more pictures of yourself, at different stages in your life (individual assignment #1).
3. Type a chronological outline of the major events in your life (individual assignment #2).
4. Write a rough draft—minimum of five pages, typed.
5. Write the final draft.

Assignment 19—Drama (One-Act Play)

1. Interview a playwright or director of a local theater.
2. Read 2-3 one-act plays. Write a summary of each (individual assignment #1).
3. Write a rough draft of a one-act play, minimum of 10-15 typed pages.
4. Type the cast list (individual assignment #2).
5. Write the final script and videotape your play.

Assignment 20—Children's Book

1. Interview a local writer or illustrator.
2. Select a theme, problem, or moral.
3. Type a statement of intent (individual assignment #1).
4. Read 2-3 children's books and write a summary of each (individual assignment #2).
5. Write a rough draft of your children's book, 15-20 pages, typed.
6. Illustrate your book with 15-20 illustrations.

Assignment 21—Research Paper

1. Interview a person relevant to your topic.
2. Type a thesis statement (individual assignment #1).
3. Do library research. Use at least ten sources.
4. Type a bibliography (individual assignment #2).
5. Type a rough draft of your paper, minimum of five pages.
6. Type a final draft of your paper.
7. Make an oral presentation of your paper using audio or videotape.

Portfolio One Outline

After you choose which assignment you will complete, fill in the information below. You may need to attach additional material so there will be a clear understanding of what you will be doing. In addition, you need to read and sign the contract.

Your Name: _____

Names of Other Participants: _____

Project Category: _____

Assignment: _____

Outline of Assignment: (What your project will cover and how you'll get to the end product.)

Personal Time Line or Schedule: (How long each step will take and when you expect to finish each step.)

Portfolio One Contract

I, _____, have read and/or listened to the presentation of the final portfolio.

I understand that I must comply with the following expectations:

1. Make selections from options presented in class.
2. Write a proposal describing the format, materials, contact people, procedures, and final portfolio.
3. Obtain teacher approval for the portfolio.
4. Follow specific procedures given for each project.

In addition, I agree to the following conditions:

1. Deadlines will be strictly enforced. (Late work will be credited toward the completion of the final project, but will not receive an individual grade.)
2. Class participation will be an integral part of the grade and will be evaluated three times per week. (Lack of participation will greatly reduce the overall grade.)
3. The grade for the final project will be equivalent to a final exam.

In conclusion, I understand that I am solely responsible for :

1. contacting resource people and conducting interviews
2. obtaining the necessary information and materials to complete the project
3. managing class time and scheduling time outside of class
4. bringing appropriate materials to class
5. scheduling conferences with the teacher

Signed: _____

Date: _____

Assignment: _____

In preparation for the final portfolio, you must submit a detailed, **typed** proposal. Below is a list of necessary information, as well as the format to be followed. While you only need to submit **one** proposal for the group, each student must write an individual introduction to be compiled with the other introductions and the group's summary.

Title Page—

Title of Assignment (middle of page, centered)

Names of Participants (lower right corner)

Date (lower right corner)

Assignment Number (lower right corner)

Page 1—Introduction

You must answer each of the following questions in separate paragraphs of no less than five sentences each. Your answers should be comprehensive and personally reflective. In the case of groups, your answers should be a compilation of individual responses. That is, each member should record a response, and then the group will structure the paragraphs to incorporate all views. Type your introduction double-spaced with top and bottom margins of 2" and side margins of 1". Indent each paragraph and put one line between paragraphs.

- Why did you select this particular assignment?
- What experience and qualifications do you have in this field?
- How will this project benefit you?
- What knowledge, skill, or personal awareness do you wish to acquire by doing this assignment?

Page 2—Summary of the Assignment

- What is the assignment about (theme or focus)?
- What specific steps are needed to accomplish the final project?
- What materials and/or resources are needed?
- Who is being interviewed and what is the person's background?
- Who are your contact people (anyone who will help in the process by giving information, guidance, or instruction)?
- Give a description of the final portfolio.

You must address each item in a block paragraph with a subtitle. The length of each paragraph will vary, depending on the subject. The typing requirements are the same as page one, except you must quadruple space between each block paragraph. Be sure to include all the topics mentioned in summary.

Portfolio One Progress Logs

For each progress log, address the following: (Progress logs may be handwritten.)

1. Describe what you've accomplished so far, including any work done during class.
2. Describe any problems you've encountered and what you did to solve them.
3. Compare where you are in the project with where you expected to be at this time. (Check your personal time line or schedule.)
4. If you are behind schedule, what do you need to do to catch up?
5. Describe any changes you made in the original paperwork or proposal. Explain why these changes were necessary.
6. Include any materials (e.g., photos, drawings, videos) that will show the progress you've made.

Portfolio One Evaluation

Type your answers to the following questions. Be as honest and comprehensive as possible. You will **not** be graded on your opinion.

1. What was your initial reaction to doing a portfolio rather than taking a final exam? Why did you feel this way?
2. What did you expect the portfolio project to be like before you started working on it?
3. How has your initial reaction changed since you began working on the portfolio? Explain.
4. What is your reaction now that you've completed the portfolio? Would you have preferred to take a final? Explain.
5. Did you enjoy working on the portfolio? What was the best part? The worst part? Explain.
6. Did you select an appropriate topic for the portfolio? Was it easy to accomplish the related tasks? In hindsight, what would you do differently?
7. Did you feel prepared for this portfolio project after doing the other activities during the year? What else could have been done to better prepare you to complete the portfolio?
8. Write a paragraph or more indicating your overall views of the portfolio project. Include format, amount of work, success of product, types of assignments, length of time given, personal involvement, grading system, structure of class, and other.

Final Portfolio Two

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Portfolio Two Teacher Directions

Week 1

Complete the Portfolio Grading/Due Date Chart and include the completed chart in student packet. See the following example of grade weights. Distribute the student packet for Portfolio Two and let students read through their assignment options. Have students complete and turn in their portfolio outline and contract.

Portfolio Outline	one grade
Proposal	one grade
Reading Logs 1-3	one grade each
Eight Written Assignments	two grades each
Evaluation	one grade
Final Portfolio	two grades

Week 2

Have each student complete a proposal. Collect Reading Log 1 and Writing Assignment 1 on their appropriate due dates.

Week 3

Collect Reading Log 2 and Writing Assignments 2 and 3 on their appropriate due dates.

Week 4

Collect Writing Assignments 4, 5, and 6 on their appropriate due dates.

Week 5

Collect Reading Log 3 and Writing Assignments 7 and 8 on their appropriate due dates.

Week 6

Have students complete the evaluation and turn in their final portfolio which includes all their reading logs and writing assignments.

Portfolio Grading/Due Date Chart

Assignment	Due Date	Number of Grades
Portfolio Outline	_____	_____
Proposal	_____	_____
Reading Log 1	_____	_____
Reading Log 2	_____	_____
Reading Log 3	_____	_____
Writing Assignment 1	_____	_____
Writing Assignment 2	_____	_____
Writing Assignment 3	_____	_____
Writing Assignment 4	_____	_____
Writing Assignment 5	_____	_____
Writing Assignment 6	_____	_____
Writing Assignment 7	_____	_____
Writing Assignment 8	_____	_____
Evaluation	_____	_____
Final Portfolio	_____	_____

Grading Criteria for Class Participation

Class participation grades will be based on the following:

- adherence to schedule and preparation for class
- teacher evaluation on amount of work done during period
- cooperation with other students: respect for conducive learning atmosphere

Breakdown of Grades

- 0–50: Failed to meet all three criteria
- 50–65: Failed to meet two criteria
- 65–85: Failed to meet one criterion
- 85–100: Met all criteria

Total number of grades: 30

Given the amount of writing and analysis that you have done so far, it stands to reason that the final portfolio would continue along similar lines. This portfolio has two main components—reading and writing. What you submit depends on your individual tastes, and you will find various assignments from which you may choose. The intent is to give you some creative freedom while you work within certain parameters: deadlines, availability of materials, and personal commitment.

This project must be done individually. You are solely responsible for your portfolio.

Due Dates

The project is divided into a series of steps with strict due dates. See the Portfolio Grading/Due Date Chart for the date when each step must be completed. The timeliness of this portfolio is your responsibility. You will have to do some of the work outside of class. There is a good deal of work in a relatively short period of time, so budget your time wisely.

Grades

See the Portfolio Grading/Due Date chart for grade distribution.

Class participation will also be a key part of your grade. It will be monitored and recorded every day for the duration of the project: 30 days = 30 grades. (See Grading Criteria for Class Participation.)

You will be asked to sign a contract to reinforce your commitment to the work.

Despite all the admonitions and warnings, this is an opportunity to showcase your talents. It's probably a lot more work than you imagined, but it should prove to be something different from the same old final exam.

Portfolio Two Assignment List

Below is a detailed list of the assignment options and their individual components. Before you make a final decision, read the descriptions and requirements carefully. You may not substitute or omit any steps without permission. The assignments have been designed to be as comprehensive as possible.

Once you have chosen a portfolio plan, you will be responsible for creating a detailed schedule and adhering to it. You will submit this schedule as part of your portfolio outline. It cannot be altered without teacher approval.

Reading Assignments

Select one of the following reading options:

- Assignment 1—Read One 300+ page book (three reading logs)
- Assignment 2—Read Two 150+ page books (three reading logs each)
- Assignment 3—Read Three 50+ page plays (three reading logs)
- Assignment 4—Read Six 10+ page short stories (six reading logs)
- Assignment 5—Read Six 15+ page essays (six reading logs)

Reading Log Questions

Answer the following questions for each reading log assignment. See Portfolio Due Date chart for deadlines.

1. Do you have any questions about the reading? What information do you want that you're not getting immediately?
2. Are you confused by anything you've read so far? Explain.
3. Do you disagree with anything you've read so far? Explain.
4. Does anything trigger your own memories? Are they positive or negative? Explain.
5. Does anything trigger connections to the present? Are they positive or negative? Explain.
6. Which parts are you enjoying? Why?
7. Which parts aren't you enjoying? Why?
8. Which passages do you find memorable, descriptive, and/or well-written? Explain your reactions.

Once you've finished reading each book, write a 2-3 page summary or review. Include:

- title, author, date of publication, number of pages
- plot summary
- characterizations (physical, emotional, psychological descriptions; relationships; actions that change/influence characters)
- setting
- themes depicted and their relevance to the book
- your reactions to the book and why you felt that way
- author's techniques (language; description; readability; anything unique)

Writing Assignments

Select eight different assignments from the descriptions below.

Assignment 1—Write six original poems.

- Your poems may be any form or style, but must have some structure.
- Themes should be personally relevant or of global interest to teenagers.
- Each poem must be a minimum of 3-4 pages, typed, single-spaced.
- Each poem must be illustrated (hand drawing or with pictures clipped from a magazine).
- Include a rationale for writing the poem—why you wrote it, what motivated you, and what process you went through. Type on a separate sheet, double-spaced.

Assignment 2—Write six original songs.

- Your songs may be in any genre (e.g., rap, rock, country).
- They must have a message.
- The themes should be personally relevant or of global interest to teenagers.
- Include music and lyrics—minimum 3-4 pages, typed, single-spaced.
- Include a tape of each song being performed.
- Include a rationale for writing each song—why you wrote it, what motivated you, and what process you went through. Type on a separate sheet, double-spaced.

Assignment 3—Write three short stories

- Your stories may be any genre (e.g., fiction, science fiction, fantasy, humor, romance, crime).
- Each story must include the following:
 1. opening paragraph that grabs the reader
 2. minimum of three characters (not necessarily human)
 3. two central incidents, problems, or conflicts
 4. detailed plot
 5. resolution of incidents, problems, or conflicts
 6. setting (not necessarily here and now)
 7. conversation between characters
 8. internal thoughts, feelings, and reactions of main character
 9. cohesiveness and short story structure
 10. conclusion
- Each story should be no less than four typed pages, double-spaced, with appropriate margins.

Assignment 4—Children's Story

- Your story should be geared to children up to age seven.
- It must teach some kind of lesson or have a moral.
- It must have drawings or pictures that enhance and explain the story.
- It must be at least 30 pages, typed.
- It must be in the format and structure of a children's story.

Assignment 5—Remembering a Person Essay

- Your essay must be about a personal acquaintance.
- It may not be fictionalized.
- It must include the following:
 1. name of person
 2. relation to you
 3. physical description
 4. emotional description
 5. behavioral description
 5. 6-10 things that make this person unique
 6. descriptions of how and where you met
 7. 2-3 events that happened with this person
 8. your feelings about this person then and now
 9. your favorite memory of this person
- Your final essay must be a minimum of three typed pages, double-spaced.

Assignment 6—Remembering a Place Essay

- Your essay must be about a place you've been.
- It may not be fictionalized.
- It must include the following:
 1. name and location of place
 2. first time you went to the place and your reaction to it
 3. describe the place using all your senses
- Your final essay must be a minimum of three typed pages, double-spaced.

Assignment 7—Remembering an Event Essay

- Your essay must be about something you've experienced.
- It may not be fictionalized.
- It must include the following:
 1. time and location of event
 2. detailed chronology of event
 3. sensory description of event (everything you remember, using all your senses)
 4. impact event had on you then and now
 5. 2-3 things that remind you of this event
- The final essay must be a minimum of three typed pages, double-spaced.

Assignment 8—Persuasive Essay

- Your essay must be on a topic about which you feel strongly.
- It must express your opinion and be supported with facts.
- It must include the following:
 1. three reasons that strengthen your position
 2. three supporting facts and their sources for each reason
 3. suggestions for change implementation, rationale for each
 4. conclusion that summarizes your position
- Final essay must be a minimum of three typed pages, double-spaced and include a bibliography.

Assignment 9—Satire

- Your essay should make fun of something you know, such as school or work.
- It may be in any of the following forms:
 1. essay—three typed pages, double-spaced
 2. script or play—25 typed pages, double-spaced
 3. journal—ten typed pages, double-spaced between entries
 4. series of poems—five typed pages, double-spaced
 5. cartoon or comic book—eight full pages, colored
- The topic of satire must be obvious, but the method may not be offensive or derogatory.
- It must include the following:
 1. setup of premise
 2. circumstances surrounding the premise
 3. characters and their reactions to the situation
 4. build-up of premise
 5. conclusion of situation

Assignment 10—Personal Inventory (Resumé of Personal Strengths)

- Your inventory must be an accurate reflection of you.
- It must be in the following form:

Personal Data—

Name

Date of birth

Address

Phone

School—

Name of school

Address

Sequence or major

Pertinent courses

Work—

Write a brief paragraph for each place you've worked, including places and dates, position, responsibilities, and what you learned about the world and yourself.

Hobbies—

Write a brief paragraph for each hobby you pursue, including what you do, how and when you began, how frequently you do the activity, what impact the activity has on your life, and what you learned about yourself.

Sports—

Write a brief paragraph about each sport you play, including how and when you began, how your interest has changed over the years, how your ability has changed over the years, people who have influenced/encouraged you, and what you've learned about yourself.

Strong Points—

Write a paragraph describing all the good things about you, including physical conditions and talents, emotional strengths, behavioral strengths, things you do for other people, and what makes you unique.

Assignment 11—College Entrance Essay

- Your essay must be something you would really submit to a college.
- It must include the following in Part One:
 1. purpose of the essay
 2. fields of interest
 3. personal strengths and weaknesses
 4. academic and extracurricular pursuits
 5. accomplishments, achievements, and work experience
- It must include an answer to one of the following questions in Part Two:
 1. Which academic subject is most meaningful to you and why?
 2. What event or person has had the greatest impact on your life and why?
 3. Are creativity and discipline necessary adversaries?
 4. Have you grown intellectually during high school? Explain.
 5. What is your idea of success? How will you achieve it?
 6. The year is 2100. Describe the world and your role in it.
 7. What mechanical device, literary work, musical work, and movie would you put in a time capsule and why?
 8. What person, real or fictional, would you like to spend an evening with and why?
- The final essay must be a minimum of three typed pages, double-spaced.

Assignment 12—Set of Directions

- Your directions must be for something that can actually be created or repaired.
- They must be in the correct order.
- Be sure to:
 1. name what's going to be made or repaired
 2. list all necessary tools and materials
 3. give a step-by-step description of the process (Assume your reader has no knowledge of this topic.)
 4. give step-by-step pictures or diagrams of the process
 5. list other ways this process could be done or shortcuts you've devised (on a separate, typed sheet)
 6. give your rationale for why your way is the most efficient way to complete this process
 7. list all the problems you had completing this process initially (on a separate, typed sheet)
 8. give advice or warnings to someone who has never done this before (on a separate, typed sheet)
- Your final copy must be a minimum of two typed pages, plus the additional parts.

Assignment 13—Product Proposal

- Your product must be an original design or an improved version of something already on the market.
- Your proposal must include the following:
 1. description of product
 2. picture, model, or diagram of product
 3. rationale for product
 4. explanation of product's uses
 5. group of people for which product is designed
 6. process you followed to design/adapt product
 7. market and advertising plan
- Your final project must be a minimum of four typed pages, plus pictures, diagrams, or charts.



Assignment 14—Set of Blueprints

- Your blueprints must be drawn for either a house or a car.
- You must include the following:
 1. actual blueprints or plans, labeled
 2. step-by-step description of process (on a separate, typed sheet)
 3. blueprint key to show scale
 4. rationale for design (on a separate, typed sheet)
 5. cost estimate and list of materials (on a separate, typed sheet)
- The final product must be a minimum of three typed pages, including the blueprints.

Assignment 15—Computer Program

- Your program must be usable in an existing computer system.
- It must include the following:
 1. rationale or needs assessment for this type of program
 2. step-by-step instructions on how the program works
 3. glossary of computer terms
 4. glitches you encountered and how you solved them
- The final product must be a minimum of three typed pages, plus glossary and pictures or diagrams where appropriate.

Assignment 16—Glossary

- Your glossary may include words appropriate to a certain activity or contemporary slang.
- It must contain a minimum of 30 words in alphabetical order.
- The words must not be offensive or vulgar.
- The glossary must include the following:
 1. word
 2. part of speech
 3. all possible definitions
 4. sentence using the word
 5. illustrations where appropriate
- The final product must be a minimum of six typed pages, single-spaced within definition and double-spaced between words.

Assignment 17—Problem/Solution Summary

- The problem must be realistic.
- It must be related to school, work, or your personal life.
- Your summary must offer logical, nonviolent solutions.
- It must include the following:
 1. the nature of the problem
 2. background of all the parties involved
 3. events leading up to the problem
 4. description of what's been tried before
 5. description of the best solution and your rationale
- The final product must be a minimum of four typed pages, double-spaced.

Assignment 18—Comparison Shopping

- Your essay must be based on actual data from personal research.
- The research must be for a communication product, computer system, or stereo system.
- It must include the following:
 1. name/type of products being compared
 2. list of three products in this category
 3. list of three products that appeal to you and why
 4. physical descriptions of each of the three products
 5. drawing/photo of each of the three products
 6. usage of each of the three products
 7. comparison of capabilities/pricing for each of the three products
 8. strengths/weaknesses of each of the three products
 9. professional opinions of each of the three products
 10. rationale for selecting one of the products
- The final product must be a minimum of four typed pages, double-spaced, with extra space between each topic.

Assignment 19—Review or Critique

- Your review/critique must be for something you've seen or done.
- It must be your opinion, not copied from a published review.
- It must be on a local performance or activity.
- It must include the following:
 1. title, date, and location of event
 2. description of place before, during, and after event
 3. description of crowd before, during, and after event
 4. chronological description of event
 5. sensory description of event
 6. overall reaction to event
 7. comparison to similar event
- The final essay must be a minimum of three typed pages, double-spaced.

Assignment 20—Interview

- Your interview must be with a person you can meet face-to-face.
- It must include the following:
 1. date and location of interview
 2. name of person
 3. reason for selecting this person
 4. list of questions you asked person (on a separate, typed sheet)
 5. person's occupation
 6. description of person
 7. written transcript of interview
- The final essay must be a minimum of three typed pages, plus questions.

Assignment 21—Family Tree

Part 1: You and Your Siblings (and/or step- and half- siblings)

Complete the chart below. On separate sheets of paper, show pictures of each of your siblings and their spouses/kids. Try to include a variety of photos, including baby pictures, childhood pictures, and current pictures. Be sure to label with names and dates.

Describe each of your siblings. Include career, hobbies, likes and dislikes, irritating or endearing quirks, personality, talents, a special memory you have of that person, and how you feel about that person.

Where appropriate, describe each of their spouses and kids. Include general facts, as well as how they interact with each other and the rest of your family, how being married to the spouse has changed your sibling, and how you feel about these people.

Your Name _____

Date of Birth _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Sibling _____

Date of Birth _____

Spouse _____

Kids _____

Interview each of your siblings separately to get individual perspectives on the family. Include questions such as:

- What was your childhood like?
- How did it change as the other kids came along?
- What special memories do you have about growing up?
- How is your relationship with your parents and siblings—then and now?
- What was one family event that really had an impact on you?
- What would you change about your family life?

Part 2: Your Parents (and/or stepparents)

Complete the chart below. On separate sheets of paper, show some pictures of your parents. Try to include a variety of photos, including baby pictures, high school/college pictures, military pictures, wedding pictures, and current pictures. Be sure to label with names and dates.

Describe each of your parents. Include education, career, hobbies, likes and dislikes, personality, irritating or endearing quirks, talents, a special memory you have of that person, and how you relate to that person.

Mother _____	Father _____
Date of Birth _____	Date of Birth _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____
Sibling _____	Sibling _____
Spouse _____	Spouse _____
Kids _____	Kids _____

Interview each parent separately. Ask them to:

- describe what it was like when they were first married
- describe how things changed as the kids came along
- describe what family life is like now
- describe a memorable event they had with each child
- describe the differences among the children, including temperament, personality, and behavior
- describe the words of advice they gave each child
- describe their vision of life once all the children are gone
- compare their family now to what it was like when they were growing up

Portfolio Two Outline

After you choose which assignments you will complete, fill in the information below. You may need to attach additional material so that there will be a very clear understanding of what you're going to be doing. In addition, you need to read and sign the contract.

Name: _____

Reading Title(s): _____

Writing Options: _____

Project Plan: (What your project will cover, and how you'll get to the end product.)

Personal time line or schedule: (How long each step will take and when you expect to finish each step.)

Portfolio Two Contract

I, _____, have read and/or listened to the presentation of the final portfolio.

I understand that I must comply with the following expectations:

1. Make selections from options presented in class.
2. Write a proposal describing the format, materials, contact people, procedures, and final portfolio.
3. Obtain teacher approval for the portfolio.
4. Follow specific procedures given for each project.

In addition, I agree to the following conditions:

1. Deadlines will be strictly enforced. (Late work will be credited toward the completion of the final project, but will not receive an individual grade.)
2. Class participation will be an integral part of the grade and will be evaluated every day for 30 days. (Lack of participation will greatly reduce the overall grade.)
3. The grade for the final project will be equivalent to a final exam.

In conclusion, I understand that I am solely responsible for :

1. contacting resource people and conducting interviews
2. obtaining the necessary information and materials to complete the project
3. managing class time and scheduling time outside of class
4. bringing appropriate materials to class
5. scheduling conferences with the teacher

Signed: _____ Date: _____

Assignment: _____

Portfolio Proposal

In preparation for the final portfolio, you must submit a detailed, **typed** proposal. Below is a list of necessary information, as well as the format to be followed.

Title Page—

Title of Assignment (middle of page, centered)

Names of Students (lower right corner)

Date (lower right corner)

Assignment Number (lower right corner)

Page 1—Introduction

You must answer each of the following questions in separate paragraphs of no less than five sentences each. Your answers should be comprehensive and personally reflective. Type your introduction double-spaced with top and bottom margins of 2" and side margins of 1". Indent each paragraph and put one line between paragraphs.

- Why did you select this particular reading material?
- Have you ever read something similar?
- Why did you select these particular writing options?
- What experience do you have with them?
- How will these options benefit you in the future?
- What is the practical value of these options?

Page 2—Summary of the Assignment

- Are the reading materials and writing options in any way connected?
- Summarize the main focus of each writing option.
- List any other materials or resources you will need to complete the portfolio.
- List any sections for which you will need time out of class and explain how you will accomplish this.
- Describe any problems or glitches you think could occur.

You must address each item in a block paragraph with a subtitle. The length of each paragraph will vary, depending on the subject. The typing requirements are the same as page one, except you **must** quadruple space between each block paragraph. Be sure to include all the topics mentioned in summary.



Type your answers to the following questions. Be as honest and comprehensive as possible. You will not be graded on your opinion.

1. What was your initial reaction to doing a portfolio rather than taking a final exam? Why did you feel this way?
2. What did you expect the portfolio project to be like before you started working on it?
3. How has your initial reaction changed since you began working on the portfolio? Explain.
4. What is your reaction now that you've completed the portfolio? Would you have preferred to take a final? Explain.
5. Did you enjoy working on the portfolio? What was the best part? The worst part? Explain.
6. Did you select an appropriate topic for the portfolio? Was it easy to accomplish the related tasks? In hindsight, what would you do differently?
7. Did you feel prepared for this portfolio project after doing the other activities during the year? What else could have been done to better prepare you to complete the portfolio?
8. Write a paragraph or more indicating your overall views of the portfolio project. Include: format, amount of work, success of product, types of assignments, length of time given, personal involvement, grading system, structure of class, and other.

About the Authors

Virginia Molino has a Masters of Education from the University of Rochester, Rochester, New York. She has taught English to various ability and grade levels in the Webster Central School District for 32 years. During that time, she has developed a special interest in unmotivated and at-risk students.

Lyn Nadeau has a Masters of Education/English degree from State University College of Geneseo, Geneseo, New York, and is currently working on a masters degree in Aesthetics and Humanities. She has taught English for 16 years, the last 13 at Webster Central School District, Webster, New York. Most of her teaching experience has been with non-collegebound seniors and basic skills juniors.

Starting in 1991, Virginia and Lyn were both granted professional sabbaticals. Virginia researched alternative schools and at-risk students; Lyn studied writing. After attending a conference, they decided to team up and change the focus of their high-school English courses. They started with the senior program and worked backward to the sophomores, revamping and creating assignments which emphasized individual learning styles. At each level, they altered the direction, moving from teacher-centered to cooperative learning, and from traditional memorization-recapitulation to interdisciplinary projects and portfolios.

Since that time, they have worked closely, designing more activities that would engage students in real learning. Some of the results are compiled here in *Not More Writing?!*



Not More Writing?!

The Ultimate Writing Resource Book for Grades 9–12

Not More Writing?! is the ultimate writing resource book! Filled with dozens of writing activities, Not More Writing?! has something for everyone, from the busiest teacher to the most reluctant student writer to the budding poet. Teachers simply choose the activities (arranged by category) that best meet the needs of their students. Not More Writing?! includes chapters on—

- ✦ journal writing
- ✦ poetry
- ✦ autobiography
- ✦ criticism and reviews
- ✦ final portfolio
- ✦ descriptive writing
- ✦ narrative writing
- ✦ media
- ✦ interdisciplinary research



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